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ABSTRACT

Intended for use by visitors to the Demonstration Schools in Individualized Instruction (DSII) network, this guide provides the following information: lists of members of the DSII steering committee and service center contact persons, explanations of the DSII and of Project CIIE (Coordinated Information for Texas Educators), a visitor's checklist of program elements, and an index to the program descriptions, broken down by subjects and grade levels. The main section of the guide provides 20 program descriptions, each containing information about the school where the program is in use, the subject and grade level involved, the name of the contact person at the school, and the development of the program. A list of regional educational service center resources and a bibliography of documents pertinent to individualized instruction are appended. (FL)

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Demonstration Schools in Individualized Instruction

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106 State-Validated Programs

1978-1980 Visitors Guide

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The DSII

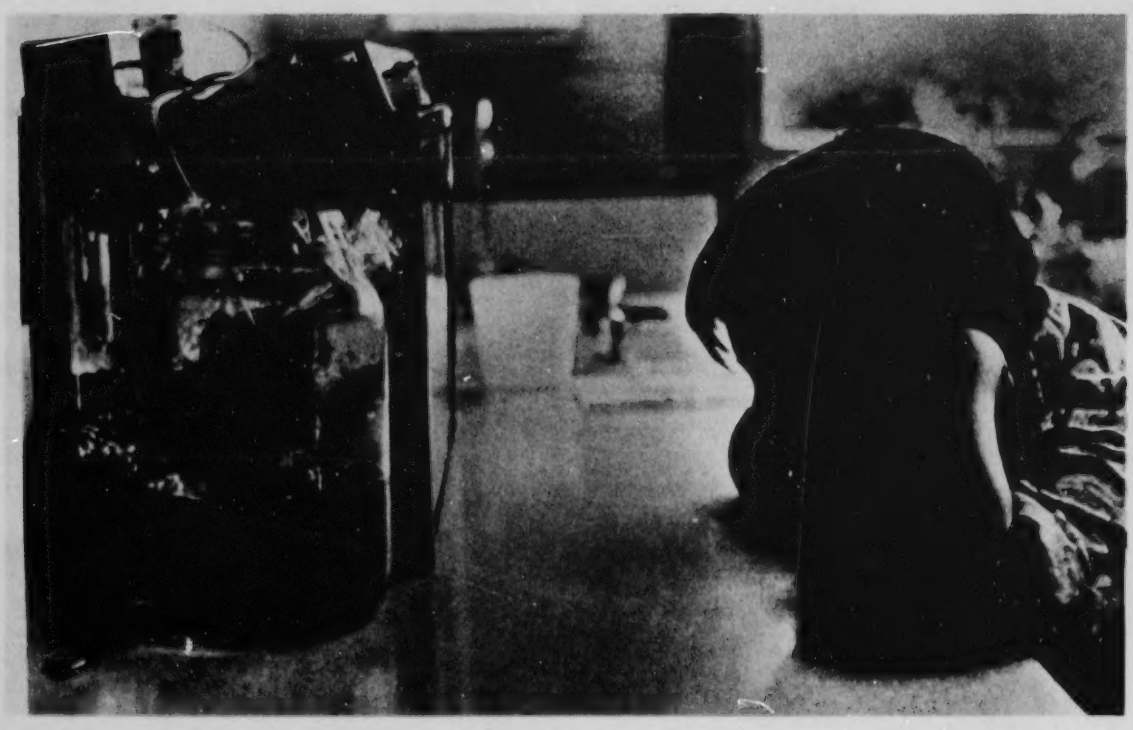
THE DEMONSTRATION SCHOOLS IN INDIVIDUALIZED INSTRUCTION network began operation in January 1972 with 35 schools participating. This year there are 106 programs which will serve through May 1980. The number of visitors has more than doubled, and reactions of school people have been enthusiastic.

The purpose of the network is to move good ideas from school to school. The participants have been selected because they have effective programs in individualized instruction and have validated this effectiveness through ongoing evaluation.

Individualized instruction has many meanings for many people. Yet, in its simplest form, it is a system of organizing learning experiences around the individual needs of students, whether working alone or in groups. It is an approach for providing experiences which are compatible with each student's skills and abilities in terms of knowledge acquired and desired.

Regardless of the approach, however, individualized instruction never asks the teacher to abdicate responsibility for teaching. The word "individualized" modifies "instruction," implying that the teacher's role at all times is a vital one. That role includes analyzing, prescribing, instructing, guiding, leading, motivating, counseling, stimulating, always working to discover every possible means for realizing the potential of the individual learner.

To refer to individualized instruction as a single, uniform procedure is, of course, totally unwarranted and incorrect. It is not necessarily a new facility, a specific methodology, a new curriculum, special tutorial arrangements, programmed learning, one-to-one instruction, or independent study. Neither is it to be equated with teaching each student individually. Most likely it contains degrees of all of these elements, but to isolate one element and call that "individualized instruction" is inadequate and misleading.



This form of instruction requires that three principal conditions are met. First, it is necessary to have a diverse array of goals and objectives. Secondly, a monitoring procedure to provide information about current status is necessary to permit decision making with a high degree of confidence. Thirdly, for any given learner, there must be many alternative methods to reach each objective.

If these conditions are met, these features will be evident: (1) a flexible, workable system of intraclass grouping will be used; (2) teachers and students will be utilizing a variety of materials, selected and assigned after careful diagnosis of the individual student's needs; (3) there will be differentiation of assignment, based on careful planning and containing an efficient system of record keeping; (4) each student will be experiencing a feeling of autonomy, having played a part in setting objectives and establishing the activities to be undertaken to reach those objectives; and (5) tutoring, either teacher-student or student-student, will be used to help the individual student learn.

A program of individualized instruction can be as "individual" and unique as the differences encountered among children in a group. If it is a workable program it is providing an education for children which will help them become self-actualizing, self-evaluating, self-directing individuals who are concerned, capable, and competent as they leave the schools of Texas.

Project CITE

Programs in the Demonstration Schools in Individualized Instruction are a part of the Texas Dissemination System and a component of Project CITE (Coordinating Information for Texas Educators).

Project CITE is a cooperative effort sponsored by Texas' 20 regional education service centers and the Texas Education Agency. The project is designed to coordinate information and assistance that superintendents, teachers, and other educators need to help them strengthen education in Texas. Its major thrust has been to combine three dissemination efforts--the CITE Resource Center, the Texas Diffusion Network, and the Demonstration Schools Network--into one closely organized effort administered through the Agency's Division of Dissemination.

Coordination of these projects is designed to supply information from many sources in response to requests, to assist schools in installing state and nationally validated programs, and to increase incentive to improve by establishing demonstration sites of effective programs.

Each of Texas' regional education service centers has a designated "contact person" for each of the three dissemination activities within the CITE Project. These contact people--the prime linkers in an effective statewide dissemination system--coordinate and facilitate the two-way flow of information and resources at the regional level.

Programs in the DSII component of CITE have been developed utilizing a variety of funds, including Title I and Title IV-C (Elementary and Secondary Education Act), and other federal, state, and local funds.

A Checklist

It is difficult to identify and isolate all elements in any individualized instruction program. This list contains elements that many good programs contain, but they all may not be visible on any one day. During your visit, you'll be interested in looking for these elements. Please ask questions; often the student at work is displaying only the surface part of the element. Much of the real development is behind the scenes.

Since you may want to make notes for yourself about the element and how it was used, we've left space for your comments.

1. LEARNER INVOLVEMENT - Students may help choose tasks, help each other, suggest ways to accomplish a task, have a positive attitude toward school.

2. LEARNER AUTONOMY - Students often move about freely, on occasion score their own work, and initiate some of their own activities.

3. PACING - Under the teacher's guidance, students often proceed at their own rates, adjust time spent on activities, skip tasks if they show mastery of them, and move on to the next level on an individual basis.

4. DIFFERENTIATION OF ASSIGNMENT - Students work on different tasks, with different kinds of materials, with different levels of materials; they pursue different objectives from a broad offering, they recycle when needed, and get varying amounts of teacher help depending on need.

5. STAFFING PATTERNS - Teachers vary their duties based on skills and needs of the students; not all teachers teach every day, because duties are divided among members of teams. Aides may be available to assist, as well as parent volunteers.

6. TEACHING PATTERNS - Students work independently; cross-age tutoring is used; students tutor students; small and large groups are formed; groups are reformed when needed; one teacher works with one student. Contracts, learning packets, learning stations, and prescriptions may be used.

diagnosis of student needs

learner objectives

determining, keeping track of, and reporting student progress

7. MATERIALS - Many types of materials are available, including:

textbooks and library books

evaluating the program.

audiovisual equipment

commercial and teacher-made exercises and games

8. SPECIAL FEATURES - The following are important elements in any individualized instruction program. You'll want information on them and may want to jot down notes about them.

learning resource centers

Please remember that network schools have invited you to view their program; you are their guest. While visitors are welcome in DSII schools, visitors are not there to critique or to evaluate the program for the school staff.

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Program Descriptions

Region I

MERCEDES HIGH SCHOOL
Mercedes ISD
1200 South Florida
Mercedes, TX 78570
512-565-3111

SUBJECT: Biology
GRADES: 9-12
Superintendent: E. D. Villanueva
Contact: Genaro Rodriguez, Jr.
Principal

Because of high failure rates in traditional science courses at Mercedes High School, a study was made of student achievement in 1973-74. It showed that over 50 percent of the total science student population was reading one or more years below grade level, and that over 95 percent of those students failing biology were reading two or more years below grade level.

Consequently, a curriculum in individualized instruction for remedial reading Biology I students was developed, and Mercedes High School is in its fifth year of use of the BIOLOGY APC (A Practical Course) curriculum. Initiated through local support in the 1974-75 school year, the program was fully implemented in 1975-76 through a grant under the Emergency School Aid Act (ESAA).

Mercedes High School enrolls some 1,100 students. Two teachers work with 208 pupils in Biology APC and follow a set of locally developed biology books, the AARDVARK SERIES. Activities in the series include extensive vocabulary drills and word attack skills, activities designed to teach reading skills as well as develop biological concepts, laboratory activities emphasizing direction-following with visual "hands-on" reinforcement, and special activities designed to strengthen diagnosed reading weaknesses.

Activities may be for a group of students, a pair, or for individual work. The teacher circulates constantly, lending assistance, encouragement, and direction. Work is self-paced, with one unit completed and the skill (reading and scientific) mastered and reinforced before another unit is commenced. Classroom setup is flexible, and can include anything but traditional rows. A variety of audiovisual, multilevel, and teacher-made materials are used. Emphasis is on developing positive attitudes towards science and science reading, and a positive learning environment through behavior-modification techniques.

Program evaluation occurs through teacher-made activities and tests, standardized testing activities, and teacher evaluation. Reading comprehension grade levels have improved on an average of 1.33 months/month of instruction or better each year.

ROOSEVELT ELEMENTARY
HORTON ELEMENTARY
AUSTIN ELEMENTARY
Weslaco ISD
6155 Illinois
Weslaco, TX 78596
512-968-9123

SUBJECTS: Reading, Language Arts
GRADES: 1-3
Superintendent: A. N. Rico
Contact: Richard Wubbena
Coordinator

Weslaco ISD features an individualized language arts program serving approximately 2,000 pupils, grades 1-3. Developed and implemented over a three-year period, the comprehensive program allows for the broad range of linguistic diversity characteristic of primary school children. The program is in operation on three of the district's single-grade campuses: F. D. Roosevelt, Leoline Horton, and S. F. Austin Schools.

Instruction in the primary language arts curriculum is keyed t the district's objectives. State-adopted basal materials are used to promote continuity and sequential development. Locally produced supplementary materials in reading, spelling, and composition draw on the vocabulary of the texts to ensure optimum reinforcement of instruction. These are available to the teacher from a central print shop upon request.

The teacher is primarily the instructor, not the manager of a system or a dispenser of materials. In a child-centered learning environment, each child interacts frequently during the day with the teacher.

Learning activities of reading, spelling, and composing are monitored on an individual basis, and independent work is assigned on a locally designed individual activity sheet. Daily diagnosis and assignment of reinforcement tasks are made by the teacher when the child is assessed in the individualized instructional setting.

Principals, teachers, and support staff are diligent in efforts to maintain coordination among various program components. Special program personnel--e.g., bilingual, special education, migrant, gifted and talented--work daily with identified pupils in the regular classroom.

Opportunity to practice instructional skills is provided by coordinating staff development with the district's summer school. Staff development continues throughout the year, primarily in response to identified individual needs.

As a process of responsible accountability, teachers participate on decision-making committees at the campus and across-campus levels. In addition, building representatives make up a districtwide teacher committee meeting monthly with the superintendent.

Parents are encouraged to stay informed about the child's progress through a parental involvement program, volunteer parent work in classrooms and workrooms, and membership on campus or district advisory committee.

- more -

Program evaluation is continuous. Pupil's work is monitored daily by the teacher. A form showing pupil progress is completed by the teacher at the end of each six weeks' period, with copies forwarded to the campus principal and the district's reading coordinator. Parent questionnaires, standardized testing, and information from visits of out-of-district evaluation teams also provide data.

Right-to-Read, Title I, and Title I migrant funds supplement state and local support of the program.

Region II

CALK ELEMENTARY SCHOOL
Corpus Christi ISD
4621 Marie
Corpus Christi, TX 78411
512-852-6202

SUBJECT: Reading
GRADES: K-6
Superintendent: Dana Williams
Contact: Rolor Ray
Principal

Calk Elementary School is in its third year of individualized reading instruction. Structurally self-contained classrooms have been modified only in the advanced module (5th and 6th year pupils) by providing two movable partitions. Approximately 450 pupils are divided into three modules: primary, intermediate, and advanced. Cooperative teaching teams meet daily for 40-minute planning periods and have additional 40-minute periods for parent conferences and/or instructional preparation.

The Calk Reading Management System employs five major components in the intermediate and advanced modules (3rd through 6th year pupils). Each pupil has activities in each of these components one day a week. The components are teacher directed activities, practice activities, games/high interest center activities, extended media activities, and library activities. The first three of these centers are maintained in classrooms. The other two are maintained in the library and central media center under the supervision of the media specialist.

Unique features of the Calk Reading Management System include a reduction of pupil/teacher ratio by 40 percent and an average of only six pupils in a reading group; incorporation of the central media center and library as integral parts of the program rather than as supplements; expansion of mainstreaming of special education pupils, including deaf pupils; a different type activity for each pupil each day of the week; weekly individual analysis and prescription; and, diversification that effectively accommodates the varied learning styles of pupils.

Other features include special assistance in the central media center and the library by high school students (who receive course credit) and by parent volunteers. Special education personnel assist with groups that include special education pupils.

Evaluation of the Calk Reading Management System occurs through pupil questionnaires, staff self-evaluation, and limited standardized testing.

The program is supported through state and local sources.

FISHER ELEMENTARY
Corpus Christi ISD
601 Texan Trail
Corpus Christi, TX 78411
512-855-0232

SUBJECT: Mathematics
GRADES: 1-2, 5-6
Superintendent: Dana Williams
Contact: Claude Melton
Principal

Fisher School is in its third year of implementation of COMP (Conceptually Oriented Mathematics Program). It is in its second year of a federal court order which has paired it with another school for integration purposes. In this pairing plan, Fisher sends its third and fourth graders to Shaw School, and receives Shaw's fifth and sixth graders.

Fisher was one of two schools that piloted COMP for Corpus Christi ISD. There are, in addition to the principal, one instructional specialist and 12 classroom teachers working with 319 students to implement the program in grades 1-2 and 5-6.

COMP is a management system which individualizes instruction through small groups. The program includes teachers' manuals, placement and posttests, pupil profile cards (for record keeping), and a scope and sequence which includes the 25 levels of instruction and the 10 concepts included in each level. There are also locally developed resource files and report card inserts for reporting to parents.

COMP is diagnostic and prescriptive in nature, and through initial testing, allows teachers to place students at instructional levels commensurate with their ability. Once students have been appropriately placed, teachers can utilize state adopted textbooks as well as material from the resource file to teach concepts in ways which most appropriately fit students' learning styles. Teachers then teach through groups, and begin to move away from the concept of 30 students utilizing the same group and following a page to page routine.

This program is being implemented in all of the district's 38 elementary schools and is state and locally funded.

Program evaluation occurs through teacher observation of pupil progress and attitudes, and through the district's program of standardized pre- and post-testing.

Region II Service Center assisted in the adoption of this program through the National Diffusion Network.

WINDSOR PARK ELEMENTARY
Corpus Christi ISD
4525 S. Alameda Street
Corpus Christi, TX 78412
512-992-5975

SUBJECT: Gifted and Talented Program
GRADES: 1-6
Superintendent: Dana Williams
Contact: Laura R. Allard
Principal

The Athena Program for identified gifted and talented students, grades 1-6, was implemented in the fall of 1976. All 701 pupils participate in the program.

The campus has 27 classroom units, a library/media center, and a teacher planning room. There are 27 classroom teachers, one instructional facilitator, one resource teacher specialist, one counselor (three days a week), one part-time speech therapist, one paraprofessional media center aide, one library aide, two paraprofessional physical education aides.

The language arts program is based on strands of literature including a skills development continuum and incorporating the higher levels of cognitive thinking, creative and critical thinking skills. The mathematics curriculum is presented on a small group and/or individual basis. Instruction in Spanish, science, social studies, art, and music is presented to all children on a departmental basis.

The goal of the Athena Program is the development of self-directed learning on the part of the students. Varying learning styles of children and their differing rates of individual achievement are provided for by using multilevel programmed and self-directing materials, audiovisual equipment, multi-adoption materials and teacher-made materials.

Under the direction of the department of Planning and Evaluation, standardized tests are administered each fall and spring. Teachers administer diagnostic tests throughout the year for determining specific skill needs. Student, teacher, and parent questionnaires are administered at the end of the school year.

The program is funded through state and local sources.

ADA WILSON SCHOOL
Corpus Christi ISD
3513 S. Alameda
Corpus Christi, TX 78411
512-853-1542

SUBJECTS: All
GRADES: Pre-K-12
Superintendent: Dana Williams
Contact: Evelyn Nicol
Principal

Ada Wilson School serves 111 orthopedically handicapped, multiply handicapped, and deaf-blind students ages three through 21. The first orthopedic unit was established at Ada Wilson Hospital 32 years ago during a polio epidemic. The staff now consists of 45 public school personnel. Classrooms are equipped with instructional materials, assistive devices, and adaptive equipment.

Because of its proximity to a rehabilitation hospital, Ada Wilson School can provide not only academic and developmental opportunities in the school setting, but also therapeutic rehabilitation and residential placement provided by the hospital. Coordination of the resources necessary to meet the needs of each child, and adaptation of units of study to accommodate individual physical limitations are constantly addressed.

School staff members act as coordinators of all disciplines and agencies serving each student. Based on information obtained from formal and informal observations, class work, parent conferences, and evaluations done by the physical therapist, occupational therapist, classroom teacher, speech pathologist, diagnostician, psychologist, or other related service personnel, an individual educational plan is written. The school program is evaluated periodically by Region II Education Service Center and Texas Education Agency consultants and contracted evaluators.

The overall goal of the Ada Wilson School program is to ensure each student the greatest possible degree of physical, academic, and vocational independence. The prevocational and vocational programs are designed to help the student acquire self-help skills for daily living activities, and to increase his or her potential for salable skills.

Traditional and innovative approaches are utilized in speech and language development. At present, a team approach is being implemented by the speech pathologist and physical therapist as part of a comprehensive training program for severely handicapped cerebral palsy children. Neuro-developmental principles are used in an effort to provide more normal sensorimotor behavior. Early intervention and parent participation are also emphasized.

State and local funds support the program.

ROBERT WILSON SCHOOL
Corpus Christi ISD
3925 Fort Worth
Corpus Christi, TX 78411
512-852-2742

SUBJECTS: Special Education
GRADES: Ages 3-21
Superintendent: Dana Williams
Contact: G. D. Meyers

Robert Wilson School is in its fourth year of individualizing instruction for trainable mentally retarded and autistic students ages 3 to 21 through a departmentalized curriculum. The 180 students in the program are served by 23 teachers, 25 teacher aides, two speech therapists, two consultants, and two counselors.

A Parent Advisory Council meets once a month with module chairpersons and consultive staff for parental involvement in the program.

Pupils are divided into four modules according to age and/or ability: early childhood services students ages 3-6 years, primary students from 7-11, elementary students ages 12-15, and secondary pupils 15-21 years of age. Students cross between modules to meet individual needs.

Planning for individualized instruction is done through weekly module meetings led by a module chairperson with consultants available for curriculum development. Each teacher participates in the writing of an individual educational plan for individual students within each module.

Students are evaluated through the use of a Camelot Behavioral Checklist and daily data. Short term goals are written every six weeks. A full psychological and physical assessment is given before entering the program, and each child is reevaluated by a diagnostic testing team every three years.

Audiovisual equipment, multiadaption materials, and teacher-made materials are used. Materials and staff are provided through local and state funds. A Title IV-B library grant is used to provide media center materials.

The program is designed to allow each student to become acceptable, productive, and, in general, more helpful to family and community.

ALTERNATIVE EDUCATION CENTER
Corpus Christi ISD
820 Buffalo
Corpus Christi, TX 78401
512-883-2531

SUBJECTS: All
GRADES: 9-12
Superintendent: Dana Williams
Contact: Jim Todd
Principal

The Alternative Education Center, located in an open-space storefront building, serves 325 secondary school dropouts, potential dropouts, and students with problems who are not experiencing success in educational programs designed for class participation.

The center is based on the principles of a school without failure and reality therapy. Teachers have developed management systems encouraging students to assume responsibility for their learning and school behavior. The center is an ethnically integrated community of students aged 15 through 21 who wish to complete their high school education either by remaining at the Center or by returning to their home school.

The Center provides a flexible continuous curriculum which allows each student the freedom to progress at his or her own rate and to assume additional responsibilities at home and at work. It allows the staff to work in a non-traditional setting with course content based on multilevel contingency contracts provided for each student to meet academic, vocational, and emotional needs as determined by diagnostic procedures.

Testing and evaluation methods, practical techniques and strategies for instruction, and a multimedia resource center are being utilized and developed.

Process and product evaluation are carried out by the district division of planning and assessment. The program is evaluated in terms of student outcomes in the areas of attendance, courses completed, and graduates. The Center operates from 8 a.m. to 9 p.m. Student hours are based upon their academic need, job requirements, and home responsibilities.

The Center--staffed by 19 teachers, two counselors, an assistant principal, and a principal--is supported through state and local funds. Its original funding included Title III ESEA support.

KING HIGH SCHOOL
Kingsville ISD
2210 Brahma Blvd
Kingsville, TX 78363
512-592-8595

SUBJECTS: Gifted and Talented Program
GRADES: 9-12
Superintendent: Kent Pogue
Contact: Carolyn Regan
Coordinator

Challenge is a Kingsville High School program for the academically able student.

Following assessment of student needs in 1976, the program was designed to harmonize with existing schedules and staffing, yet offer diversified opportunities in differentiated education.

Individual needs of identified students are met in heterogeneous accelerated or regular classes in the areas of science, mathematics, art, and music. When sufficient numbers of students are recommended, homogenous sections of academic content classes emphasize enrichment through individual investigation of problems. Higher levels of cognitive skills are emphasized to better enable students to deal with problem solving. Community involvement, seminars, and community mentors are valuable in this learning environment.

All identified students are offered the Challenge elective course in which areas not ordinarily taught in the regular curriculum are presented. These include leadership development, career exploration, cross-age teaching, college entrance exam preparation, individualized projects according to interests, introduction to computer technology, use of statistical data, etc.

The Challenge Council monitors the program. The Council is madeup of two community representatives, teachers, students, principals, administrators, and the coordinator. A schedule of program activities and projects is made available to Council members, and their observations and participation are valuable in program evaluation.

Integral components of the total Challenge program are inservice with staff, community involvement and awareness, and program evaluation. Evaluation has been continuous, and focuses on the objectives which were either met or not met.

Eight teachers are involved in the content and elective structure. H. M. King High School's enrollment is 1,850. There are approximately 275 students identified for and involved in the Challenge program.

Challenge is state and locally funded.

Region III

MCALLISTER MIDDLE SCHOOL
Bay City ISD
Hiram-Brandon Drive
Bay City, TX 77414
713-245-5591

SUBJECT: Mathematics
GRADES: 6-8
Superintendent: John Briggs
Contact: Bobby Kimball
Principal

McAllister School serves 500 students in the sixth, seventh, and eighth grades. Approximately 440 pupils are involved in the Continuous Activity Mathematics Program (CAMP). Students are in a multigrade, individualized program. There are four certified teachers and approximately 10 student aides.

There are 11 multiage, multigrade class sections for students in Grades 6-8. Classes are conducted in 50-minute periods throughout the day. The classes are relatively small so students can receive individual attention.

The instructional program is one of continuous progress, allowing each student to conquer those areas of mathematics that have held him or her back in the past and successfully meet new challenges. Each student is given diagnostic tests over the various units, a course of study is determined, the student completes the necessary assignments and posttests, and progress is recorded on individual control sheets and classroom charts.

State and local funds support the program.

Region IV

MARTIN ELEMENTARY
Alief ISD
11718 Hendon
Houston, TX 77072
713-498-8110 x 255

SUBJECTS: Mathematics, Reading
GRADES: 3-4
Superintendent: John D. Bowser
Contact: Patty Chandler
Principal

Alief ISD serves approximately 12,500 students in Grades K-12. A. J. Martin Elementary, built in 1970 on a modified open concept, houses 800 students grades K-5.

The third-grade mathematics program consists of units of study divided into Learning Assignment Sheets (LAS) designed to meet the child's individual needs.

Continuous teacher evaluation of the student is maintained throughout the program by means of initial diagnostic testing, check sheets, teacher/student conferences, and a final posttest upon completion of the unit. Various materials used each day include the basal text, supplementary texts, workbooks, teacher-made games and worksheets, commercial games and worksheets, and audio-visual aids.

Six teachers participate in the program in addition to parent volunteers and a part-time teacher aide.

The fourth-grade mathematics program is essentially a personalized planning-analysis of each child's needs. This is accomplished via pretests and the development of learning plans for specific skill areas adapted to the individual.

Minitests and check sheets are used during work on the plan, and a posttest is administered by the teacher upon completion of the plan. Three teachers monitor the heterogeneously-grouped classes with assistance from parent volunteers and a part-time teacher aide.

The fourth grade reading program is individualized on the concept of pretest, prescription, and posttest.

At the beginning of the year, all fourth graders are tested using three commercial reading inventories to assist in determining reading levels. The results of these tests, along with teacher observation and recommendations, are used in placing the student in an appropriate reader and learning plan.

Each learning plan is organized on the basis of skills derived from the district list of basic skills. After the pretest, the teacher indicates to the student whether a lesson is required, the skills that need concentration, and the number of activities to be completed. Students are allowed to choose their own practice activities. Upon completion of the activities, the students take a miniquiz and, if mastery is indicated, proceed to the next skill. Additional instruction and practice are provided if mastery is not attained.

Following completion of all the skills sections on the plan, students are given a review sheet and, finally, a posttest. Students may be recycled through a plan if additional help on a particular skill is indicated.

Three teachers are involved in this program along with parent volunteers and a part-time teacher aide.

All of the programs are supported by state and local funds.

OLLE MIDDLE SCHOOL
Alief ISD
9200 Boone Road
Houston, TX 77072
713-498-8110

SUBJECT: Industrial Arts
GRADES: 7-8
Superintendent: John Bowser
Contact: Robert Schumacher
Principal

Industrial technology programs in grades 7-8 at Olle Middle School feature student-managed programs in a variety of subjects. More than 350 students are involved in the program seven periods a day on a campus with 1,100 students total.

The first weeks of class are devoted to orientation before students begin the individually managed program. Each student has a notebook which includes a general instruction sheet, check sheets, plan and procedure sheets, and a daily calendar showing work completed each day.

Before students are allowed to work alone with a piece of machinery they must read the procedure for that machine, view a slide-tape presentation on proper use, take a written test, and finally complete a skills test in the presence of the instructor.

Many projects are completed with only indirect supervision once individual competency has been demonstrated.

Areas of interest in the course include hot and cold metals, power mechanics, drafting, graphics, plastics, crafts (leathercraft and jewelry), woodworking, electricity, and general industries.

Individual student evaluation occurs through pre and posttests in each skill area for each student, pupil project self-evaluations, and periodic check of progress in student notebooks.

Program evaluation is accomplished using cumulative pre and posttest results and the improvement gains reflected in those scores, and informally through student attitude and course popularity.

The program is funded through state and local sources.

WESTWOOD ELEMENTARY
Friendswood ISD
506 W. Edgewood Drive
Friendswood, TX 77546
713-482-3341

SUBJECTS: Mathematics, Reading
GRADES: 4-5
Superintendent: Ted Thomas
Contact: Mary Mosley
Principal

Approximately 500 fourth- and fifth-grade students participate in the Westwood Elementary individualized mathematics and reading programs, the product of six years of development and testing. The program is state and locally funded, and functions in both traditional and open settings within the nine-year-old school. Two teaching teams (eight teachers each), one teacher's aide, and parent volunteers are involved.

Westwood's intermediate mathematic program is designed to accommodate the individual learning needs of students. It is a program of many alternatives featuring work packets (contracts), flexible skill grouping, large group instruction, individual instruction, peer tutoring, independent study, and the use of an active parent corps. The program allows the student to progress at his or her own speed using materials that best fit a personal mode of learning.

The mathematics program is based on contracts, or minilesson plans, organized around a continuum of skills. Each contract features a behavioral objective for the coded skill and a list of resources for attainment of the objective. Resources for each contract include software already used at the school. No new programs or special equipment were purchased. A wide variety of games and manipulatives, mostly teacher made, provide motivation.

The school's reading program at the intermediate level is based on the well-defined, sequentially ordered PEGASUS PACE continuum of skills. For each skill, activity packets, contracts, games, opportunities for creative language expression, and a wide choice of resources are available.

Paperback books provide the core of Westwood's reading program. A large selection of books recognized by experts as worthy examples of children's literature, as well as books which have proven to be children's favorites, are utilized. Activities, questions and vocabulary workups were developed for each set of books, which range from first through eighth grade level.

Systematic and continuous evaluation of both process and product is an integral part of the school's total program. Standardized testing, teacher-made testing, and attitude surveys are employed to help in analyzing and improving the program.

Region IV Service Center assisted in the adoption of this program through the National Diffusion Network.

HARLEM ELEMENTARY
Goose Creek CISD
2623 Broad Street
Baytown, TX 77520
713-426-4517

SUBJECTS: All
GRADES: K-5
Superintendent: Johnny Clark
Contact: Sue Jennings
Principal

Individualized instruction in all subjects at Harlem Elementary occurs in the open areas. Old buildings were modified with minimum expenditure to facilitate movement, regrouping, and team teaching. Students' work centers around carefully, frequently prescribed material.

In reading, the range is broad--from oral language development to independent packet-type activities. Placement and pre and posttesting are utilized as diagnostic and evaluative tools. There are no limitations in the form of gradedness; the student is encouraged to advance at his or her maximum rate.

In the mathematics program, precision teaching is employed with a low pupil/teacher ratio and with frequent one to one assessment, prescription, evaluation, proceed, or re-teach. In reading, mathematics, language, and spelling, students progress on a continuum of skills carefully built to prevent gaps in acquisition of skills.

A special full day kindergarten is composed of students from every school in the district. These students have exhibited readiness, development, and ability, indicating the need for a structured academic program. They use the same techniques, organization, and materials used for all students, determined by careful individual assessment.

The staff is composed of 24 certified teachers. Two are team leaders, one primary and one intermediate. On a campus with 350 students, K-2 is housed in one building, 3-5 in another. The campus is served by a speech therapist two days a week, an appraisal specialist one day a week, and a campus consultant one day a week. One media aide, one special education aide, and three other aides work primarily with students all day. Volunteer parent and tutor programs also provide an extension of the teacher. Regularly scheduled parent/teacher conferences enhance communication and provide support and encouragement both ways.

A learning center, library, and audiovisual room provide enrichment, extension, practice, and reinforcement. Many materials and equipment were purchased with ESEA Title I funds. State and local funds also provide support for the programs.

The teachers, utilizing knowledge of needs of students, have written much of the curriculum so that any skill at any level may be exercised in many different ways with a variety of materials.

Harlem is a magnet, alternative school. Each student must transfer in by choice, and is bused from home.

DODSON MAGNET SCHOOL
Houston ISD
1808 Sampson St.
Houston, TX 77003
713-223-8511

SUBJECT: Montessori Program
GRADES: 3 Years-Grade 3
Superintendent: Billy R. Reagan
Contact: O. D. Curtis
Principal

Dodson Montessori is in its third year of implementation serving approximately 100 children in its four environments. Each multi-age setting is directed by a teacher having both early childhood and Montessori certification, and an instructional aide trained with the Montessori equipment. An instructional aide to work with the three-year-olds (a tuition program), a clerk, and the program coordinator complete the staff.

Children are interviewed on a "first come, first served" basis for the initial levels of the program. Ethnic quotas are regulated for integration purposes. Observation and participation in Montessori workshops is required of parents before children are interviewed. Parent conferences and observation are an integral part of the program.

Standard Montessori procedures and materials are used to teach all subject areas and in determining goals and expectations of the program. The school is an affiliate of the American Montessori Society.

Program evaluation occurs through self-evaluation using the scope and sequence charts and curriculum guide, through consultation from within the district and the Montessori community, through the AMS affiliation standards, and the internal magnet school evaluation. Continuing research using the scores of the interview inventory, the Metropolitan Readiness Test, and the Iowa Test of Basic Skills is also considered.

The program is state and locally funded with the exception of the three-year-olds who pay tuition.

PARKER MUSIC ACADEMY
Houston ISD
10626 Atwell
Houston, TX 77096
713-723-9340

SUBJECT: Music
GRADES: K-6
Superintendent: Billy R. Reagan
Contact: Paul I. Ofield
Principal

Parker Music Academy is in its fourth year of individualized instruction for instrumental music. Six regular classrooms have been renovated to make the rooms more soundproof. Storage cabinets have been installed to accommodate instruments.

Parker School is located in southwest Houston. Two hundred fifty students of the school's 800 enrollment are involved in the magnet program. The pupil composition of the Music Academy reflects the ethnic ratio of the district.

The music program utilizes the services of seven full-time and three part-time music specialists. Individual and small-group instruction in band and string instruments is provided during the school day. An electronic piano lab is provided for teaching piano as a keyboard experience.

General music emphasizing the Orff and Kodaly methods is available to all students, grades K-6. Chorus and guitar are offered to fifth and sixth grade students as an elective.

Magnet school students receive large-group instruction during an extended day session (an hour of extra instruction after the regular school day) in the areas of band, stage band, beginning and advanced orchestra, cello, and chorus.

The Suzuki and Sato methods are used for string instruction, Bastien and Pace materials are utilized in the group piano instruction, and various band methods are available depending upon the particular discipline involved.

Program evaluation is achieved through self and district evaluation, standardized testing, and individual performance testing. The magnet school program is state and locally funded.

RED ELEMENTARY
Houston ISD
4520 Tonawanda
Houston, TX 77035
713-723-1227

SUBJECT: Resource Center
(Special Education)
GRADES: K-6
Superintendent: Billy R. Reagan
Contact: Hazel Coulson
Principal

The philosophy of Red Elementary's program is that a resource center should be conducive to maximum learning. A visitor may see pupils listening to tapes, reading, working mathematic problems, viewing materials projected on a screen, using puppets to tell a story, working on needle point, playing dominoes, or participating in a myriad of other learning activities used to teach specific skills or concepts. The center is in its sixth year of individualized instruction for children eligible for this help.

The school instructional staff is composed of a principal, 18 regular classroom teachers (K-6), four supplementary services teachers for self-contained special education classes, and two resource teachers. Each of the following serve two days per week: librarian, physical education teacher, counselor, nurse, and a music teacher. The staff serves 574 pupils. Located in Southwest Houston, Red School also houses HISD's Area IV Special Education Resource Service Center.

An Admission, Review, and Dismissal Committee composed of parent, principal, area contact person, counselor, nurse, resource teacher, and classroom teacher meets weekly to discuss new referrals and to review and up-date each student's educational program. The decision of the committee determines a child's individual program. An educational plan is written for each student that includes objectives, activities, and materials to implement the behavioral objectives.

Individualized instruction is provided in the areas of reading, mathematics, spelling, speech and/or language development, and perceptual, gross, and fine motor skills. A student may be scheduled to attend the Resource Center after formal testing has been completed and the results indicate the pupil qualifies. The center is staffed with two resource teachers, one full time aide, and one half-day aide. Parent volunteers, peer and cross-age tutors also help implement individual educational plans. Besides the battery of tests given when a student is referred, each student is given a criterion-referenced test. Formal and informal testing continues as needed.

The resource center has been restructured from several traditional classrooms to create three large learning areas that allow freedom of movement from one area to another.

The program is funded through state and local sources.

SINCLAIR ELEMENTARY
Houston ISD
6410 Grovewood
Houston, TX 77008
713-864-7551

SUBJECTS: Career Education
GRADES: 4-6
Superintendent: Billy R. Reagan
Contact: Elizabeth Deuble
Principal

Sinclair Elementary School Career Orientation Center began operation in 1975-76. It is one of the cluster center components of the magnet school program in Houston ISD.

The program is designed to actively involve students in exploratory and simulated work experiences. Students are provided an opportunity to work with others from different ethnic backgrounds in small group activities and in a laboratory setting.

Ethnically isolated schools (predominantly black, Mexican American, and white) are invited to send a designated number of their students to Sinclair Career World for a five-day session. Upon arrival, these 100 students are divided into five groups of 20 following the given tri-ethnic ratio. Each group is assigned to one of the following career exploratory labs: business office, communications, foods, science, or travel/transportation. Students then rotate, spending a day in each of the other labs.

Activity and interest centers are designed in each lab for individual and/or small-group work. The purpose is to broaden pupils' occupational horizons through exploration of the world of work. This relates careers to areas of the curriculum by offering activities with 200 subject matters.

Sinclair School activities allow pupils to develop a basic understanding of various careers, and simultaneously instill good social attitudes towards all kinds and levels of occupations.

Success-oriented teaching strategies with emphasis on application of the basic skills are employed. This is accomplished by active student participation in practical-experience situations. For example, students will actually use video equipment, typewriters, and a fully equipped kitchen in a multisensory teaching approach.

Sinclair Career World has a staff consisting of one instructional coordinator, five teachers, five teachers' aides, and a clerk. The Sinclair Elementary School librarian and nurse spend a portion of their duty time working with the magnet cluster center.

Funding for this program is from state and local sources.

Evaluations have been conducted by contracted outside consultants and by the Program Planning, Research, and Evaluation Department of the school district. In addition, Career World staff administers a criterion-referenced test instrument to the students and conducts a self-evaluation with opinionaires from teachers of the sending schools as well as from the students.

CONTEMPORARY LEARNING CENTER
Houston ISD
713-526-3629 or 526-0374

SUBJECTS: All
GRADES: 6-12
Superintendent: Billy Reagan
Contact: Howard Jefferson
Director/Principal

High School (9-12)
1906 Cleburne Ave.
Houston, TX 77004

The Contemporary Learning Center High School is an alternative program designed to meet the needs of the "turned off" student. The project provides competency-based, individualized, continuous-progress, success-oriented modes of instruction for 500 students.

The traditional building has had walls removed to create five learning communities with an interdisciplinary team of teachers.

The intent of the program is to offer significant learning options to each student so that, with proper guidance, the pupil is able to select those learning forms most congenial to his or her basic learning style.

The project has served four other functions--curriculum development, dissemination, staff development, and counseling.

Students referred to the program by a counselor or principal are interviewed with the parents by a committee composed of the project director, counselors, diagnosticians, and the home-school-community agent. With a needs assessment and learning preference profile, the student is taken to an advisor/teacher previously selected.

The focal point of the student's learning plan is the minicourse. The student is given a voice in selecting the minicourses of instruction which will contribute to his or her learning plan. Students may also elect to view filmstrips, participate in out-of-town learning activities, develop a project, join discussion groups, or any of a number of other alternative experiences to meet their needs and abilities.

An emphasis on "now" education is reflected in the topics covered in minicourses. Topics include "What's Your Star?", "The Great Depression", "Man's Increasing Need for Fuel," or "War Is Hell".

Parent involvement is through parent meetings, a parent advisory council, and a parent-student reporting conference. Shared decision making in the form of a Program Improvement Council consisting of team leaders, a counselor, students, an aide, and the director determine school policy.

The school district research component measures pupil progress and attendance for evaluation purposes. Data show gains in both areas.

- more -

Middle School (6-8)
4100 Chartres St.
Houston, TX 77004

Houston ISD, pleased with effect of the Contemporary Learning Center in improving attendance and academic performance, adapted the same approach for students grades 6-8. The middle school program enrolls approximately 200 students with similar characteristics to students in the high school program--attendance problems, academic failure, discipline problems, group conflict, and performances below grade level.

The program also provides a competency-based, continuous-progress, success-oriented mode of instruction. Some features of the middle school program are an advisor system, block scheduling, exploration emphasis in curriculum, interdisciplinary teams, and multipurpose grouping.

A major goal of the program has been to develop replicable curriculum strategies designed to increase student attendance, accelerate academic performance, and encourage the personal and social maturation of the pupils.

State and local funds support the programs at all levels. Title III, ESEA, funds originally helped start the program.

BAMMEL ELEMENTARY
Spring ISD
17309 Red Oak
Houston, TX 77090
713-444-6368

SUBJECT: Reading
GRADES: 1
Superintendent: Joseph Beneke
Contact: James Stapleton
Principal

Spring ISD emphasizes individualization in reading. There are 490 students at the Bammel Elementary campus with approximately 75 in the first level enrolled in reading. The program includes three teachers and one full-time teacher aide.

The program for individualization in reading began in 1973, and has expanded its scope each year. The goal of the team was to structure a program which would allow the teacher to meet with small groups. To better assess each child's needs, to help the child develop a positive attitude toward learning, and to remediate or offer challenging acceleration according to each child's abilities were primary goals.

A volunteer parent program was instituted to assist teachers in reaching the goals. During the reading period, the children are grouped by performance, with one third meeting with the teacher, one third doing independent work, and one third in the resource center supervised by a full-time teacher aide and four volunteer parents. A multimedia approach is used in the resource center. The total program is geared to maximizing the time spent in meaningful learning activities, with emphasis on each child meeting success.

At the beginning of the year the teachers administer a prereading inventory, the Metropolitan Readiness Test, and individual student evaluation. Throughout the year, the child's progress is monitored by textbook diagnostic tests, reading skills tests (developed by the team), language skills tests, the Metropolitan Achievement Test, and a multilevel reading inventory test which is available when needed.

Personal interviews are held with children throughout the year to set goals and assess growth. Conferences are scheduled with parents by the entire team at least once and usually twice a year. The team works closely with the counselor, a school psychologist, and a diagnostician for children who need special help.

The program is supported with state and local funds.

JENKINS ELEMENTARY
Spring ISD
4615 Reynaldo
Spring, TX 77373
713-353-9747

SUBJECT: Mathematics
GRADES: 3
Superintendent: Joseph Beneke
Contact: Joe D. Crane
Principal

Jenkins Elementary is an open-space school accommodating 900 children. Built in 1976, the facility houses kindergarten through fifth grade with each level organized in a team-teaching structure.

The mathematics program in the third grade involves 170 children with six teachers, a part-time teacher aide, and parent volunteers.

Emphasis in the program is on mastery of specific skills using a variety of teaching strategies, learning activities, and materials and equipment. Children are paced individually, review occurs often, and teacher-made tests are administered often enough to ensure mastery. Skills are organized by operation, then by skill within each operation.

Program evaluation is accomplished through continuous self-evaluation, standardized test results, and teacher-made tests.

State and local funds support the program.

MEYER ELEMENTARY
Spring ISD
16330 Forest Way
Houston, TX 77090
713-444-8314

SUBJECTS: Reading, Language Arts, Mathematics
GRADES: K-5
Superintendent: Joseph Beneke
Contact: Peggy Boone
Principal

Meyer Elementary is in the third year of operation. Designed for open-area instruction with appropriate spaces for specialized needs and resource classes, the school houses 600 students, K-5. The program features a multi-age and multileveling concept based on assessed strengths, learning modalities and specific weaknesses in reading, language arts, and mathematics. Textbooks are chosen from a multiple adoption to match the profile of each instructional group.

Teacher strengths are utilized most efficiently by a team plan which allows each teacher to select the groups they wish to teach. All teachers contact several age groups and levels throughout the day, enabling the teacher to form more reasonable aspirations and expectations of each child.

Pupils are constantly evaluated and regrouped. Individual teacher evaluation is a daily process, and total team evaluation occurs at six-week intervals. Yearly achievement testing establishes the growth pattern of each student and the effectiveness of the total program.

State, local, and Title I ESEA funding support the program.

SPRING HIGH SCHOOL
Spring ISD
19428 Highway 75
Spring, TX 77373
713-353-3465

SUBJECT: Psychology
GRADES: 11-12
Superintendent: Joe Beneke
Contact: Judy Alford
Coordinator

The psychology course at Spring High School is designed to help students learn about themselves. With a total school enrollment of approximately 3,100 students, psychology has grown the past few years from a small class into a program with more than 100 pupils.

The student is involved in individualized units throughout the course including awareness of self, the history and nature of psychology, development, personality, aging and dying, intelligence, learning, motives, emotions, and abnormal psychology.

Students in the program help plan lessons; use a variety of learning devices such as books, films, and games; work at an individual pace suited to each one's learning style; and are encouraged to express individual initiative in projects. Flexible grouping is used within context/learning areas, and groups are re-formed weekly.

Individual student evaluation is accomplished with pre and posttests, diagnostics tests, performance tests, and parent assessment of goals. Program evaluation is conducted by a university-level, outside evaluator; end-of-year student surveys; districtwide departmental evaluation; and parental reaction questionnaires.

State and local funds support the program.

Region V

DOWLING ELEMENTARY
Port Arthur ISD
P. O. Box 1388
Port Arthur, TX 77640
713-985-9303

SUBJECTS: Mathematics, Reading CAI
GRADES: 3-6
Superintendent: Clyde M. Gott
Contact: Russell Coco
Director, Elementary Education

Dick Dowling Elementary School is an open-concept structure with enrollment of approximately 350 students. Computer Assisted Instruction (CAI) was made a part of Dowling's program in 1976.

CAI is a highly individualized program using teletype repeaters. Four machines are used. These machines are tied into a minicomputer within the district which, in turn, is tied into a master computer in Houston. The program is funded through ESEA Title I, state, and local sources. An aide is employed to act as a monitor.

Children in CAI are those falling below their level or grade norm, pupils retarded in reading ability, pupils with a reading ability below their mental ability in content areas, and those pupils whose achievement is less than expected.

CAI is designed to give each student the drill and practice needed to master each skill taught in the classroom. Initial-level placement makes use of test scores and teacher opinion. Once this is done, the computer gives the student 10 lessons at that level. The computer then adjusts the child's program to ensure accuracy of placement.

Movement through the program is at the student's own pace. Classroom teachers check daily work and receive a weekly read-out on each student. Monitoring of the over-all program is done bi-monthly. Region IV Education Service Center forwards to the principal two reports. One is a "Student Progress Report" and the other is a "Student Trouble-Spot Report". Information from these is forwarded to the classroom teacher.

The CAI program is self-motivating. However, various techniques are used by the aide to further student motivation. Teacher interest and student motivation have contributed to the success of the program. More than 50 students are also served in the school's ESEA Title I program. Enrichment is offered to some 25 students before and after school.

Two independent studies have been made in an effort to evaluate the program. Yearly evaluations are conducted using a pretest/posttest design and employing the California Test of Basic Skills.

FRANKLIN ELEMENTARY
Port Arthur ISD
1000 Tenth St.
Port Arthur, TX 77640
713-985-9302

SUBJECT: Mathematics, Reading CAI
GRADES: 3-6
Superintendent: Clyde M. Gott
Contact: Jim Weeks
Principal

Franklin Elementary, with an enrollment of 1,000, is in its third year of involvement in a computer assisted instructional program. Students who meet eligibility criteria work in the computer program.

Twelve terminals located in a central laboratory are used daily by approximately 200 students, grades 3-6. The terminals are hooked to a minicomputer where computerized instructional programs are presented to students through the terminals.

The program includes supplementary drill and practice exercises in reading and mathematics. Each student spends 20 minutes per day in individualized reinforcement of basic skills. The program is a supplement to regular classroom instruction.

The computer helps the teacher implement diagnostic prescription by identifying a proper level of instruction, pinpointing skill deficiencies, prescribing appropriate drill and practice exercises, maintaining records, and keeping track of student performance.

Each CAI course is divided into subskill areas called "strands." There are 14 strands in mathematics, six in reading, and eight in language arts. The selection of strands and exercises is made by the computer program which analyzes the student's ability based on performance in the program. Each student in the program works at a different instructional level.

A certified teacher and an aide oversee the program.

Program evaluation is made every two months by Region IV Education Service Center. Parent-teacher evaluations, consultant evaluation, and local district evaluations are also used to study the effectiveness of the program. Students in the program show significant gains in reading and mathematics on the California Test of Basic Skills achievement test.

The program is funded through Title I, ESEA, and state and local sources.

Region VI

ALL CAMPUSES
Bryan ISD
2200 Villa Maria Road
Bryan, TX 77801
713-779-5441

SUBJECT: Mathematics
GRADES: 1-8
Superintendent: Wesley K. Summers
Contact: Sue Ann Lambert
Supervisor

All Bryan ISD campuses grades 1-8 have completed the third year of implementing a Basic Skills Mathematics Program. It provides an organized, comprehensive program of basic concepts/skills designed to meet individual needs of students through small group instruction. A coordinated management program, it not only provides structure and consistency but is both diagnostic and prescriptive.

The program involves skill levels in mathematics rather than grade levels. Once a student masters one level, he or she advances to the next level regardless of grade level. The system provides continuous progress until the student is ready for algebra.

Out of a total school population of 9,115 students there are 5,748 students and 168 teachers involved in this program. Initially funded through Title IV it is now supported through state and local funds. ESEA Title I, migrant, and state compensatory education program students all participate in this program.

The educational goals of the Basic Skills Mathematics Program were established by the community through a needs assessment, and were adopted by the district board of trustees.

Multilevel programmed and self-correcting materials, audiovisual equipment, computer assisted instruction, multi-adoption and teacher-made materials, and many manipulatives are used. Emphasis has been placed on providing a differentiated instruction for various learning styles.

Teacher evaluation is accomplished through on-campus and districtwide meetings by grade level with the program coordinator. Student evaluation is accomplished through evaluation checks by classroom teachers as students progress in the instructional levels; and by posttests when students indicate competency in a given level. The information is recorded on a student's Individual Mathematics Profile Card, providing continuous evaluation of that student's progress while in the program.

Program evaluation is accomplished by quarterly placement/progress reports submitted by the classroom teachers. A districtwide report that reflects the progress of the students and an average number of levels progressed is compiled from these reports.

EAST SIDE ELEMENTARY
Hearne ISD
1102 Riley
Hearne, TX 77859
713-279-2281

SUBJECTS: All
GRADES: Kindergarten
Superintendent: Henry Bonorden
Contact: Eugene Baumann
Principal

East Side School is in its fourth year of individualized instruction for four and five-year-olds in kindergarten and the third year of instruction for the first grade. Built in 1955, the building contains 14 self-contained classrooms.

The 270 pupils are divided into 11 classes consisting of one early childhood (3-4 year olds), five kindergartens, and five first grades. Supplementary instruction is given by ESEA Title I teachers and aides, state compensatory teachers and aides, migrant teachers and aides, special education teachers, and student teachers.

The Dale Avenue Project is a performance objective curriculum for kindergarten through the third grade.

The curriculum objectives are in the areas of listening, naming, observing, speaking, mathematics, perceptual motor skills, writing, classification, decoding-encoding, and seriation.

Designed to define the educational and sociological needs of students, the program attempts to develop their academic performance and capabilities. It stresses a good self-concept and human relations skills for each student. The program also attempts to raise the mean score (percentile and/or grade equivalent) of Dale Avenue Project students on standardized tests to the national norm by the end of the first grade, and to maintain the gain throughout the years in the project.

State adopted textbooks, teacher-made materials, AV equipment, filmstrips, tapes, and programed kits are used with the Dale Avenue teacher's guide, test manual, performance objectives manual, record book, and permanent record file.

Initially the early childhood and kindergarten students are given a diagnostic Dale Avenue skills test to determine the instructional skill level. In grades 1-3 the student is started two skill levels below the last mastered skill. A skill mastery test is administered to each student every week to determine progress.

The Metropolitan Readiness Test is used as an indicator of readiness for first grade academics. The Boehm test of Basic Concepts (K-1) and the California Achievement Test (2-3) are given on a pretest and posttest basis in the evaluation of district criteria.

Region VI Service Center assisted in the adoption of this program through the National Diffusion Network.

Region VII

GLADEWATER MIDDLE SCHOOL
Gladewater ISD
Saunders at Roden Lane
Gladewater, TX 75647
214-845-2243

SUBJECT: Reading
GRADES: 6-7
Superintendent: Roy Johnson
Contact: Donald W. Smith
Principal

The Wisconsin Design Skill Development Program in reading is used at Gladewater Middle School. The 350 students in 6th and 7th grades are divided into ability groups. The reading program is designed around the team concept, with four teachers and three aides.

The guiding philosophy of the program is to help students succeed by ability grouping, focusing on skills needed for concentrated instruction and saturating each group of students with a concept before moving to another. The skills program is divided into six areas: word attack, comprehension, and study skills as well as self-directed, interpretive, and creative reading. Pre- and postassessment tests are given during the year as needed. Results are used to determine the instructional program for the groups.

A weekly rotating schedule moves small groups among the various instructional personnel. Flexible grouping is homogenous, and instruction is skill-oriented. A management system and prescriptive materials are utilized. The multimedia approach uses teacher resource files, teacher-made kits, games, worksheets, Exemplary Center for Reading Instruction (ECRI) techniques, and various commercial materials.

The essentials of the program are: each student should receive instruction and practice on a reading skill until it is mastered before moving to the next skill or level; a management system is necessary for skills grouping and planning; continuous assessment is necessary for individualizing for each particular skill and level.

The program was initiated with the help of a facilitator grant from Region VII Service Center. Continuing support is through state and local funds.

HAWKINS ELEMENTARY
Hawkins ISD
School Drive
Hawkins, TX 75765
214-769-2193

SUBJECTS: Language Arts
GRADES: K-6
Superintendent: Richard A. Griffin
Contact: Bill Eitel
Principal

This 450-pupil school of traditional design is organized into four multi-age groups using teaching teams and Individually Guided Education (IGE) to individualize instruction. The language arts program utilizes basal reading with ECRI (Exemplary Center for Reading Instruction) techniques as a model for instruction. Mastery learning by the ECRI model is combined with multi-aged grouping, continuous progress, and team planning to provide varied opportunities for learning.

A Hoffman-equipped learning resources center, used by all students daily for 45 minutes, supplements the activities of the ECRI model. The center, plus the addition of a resource teacher to each learning community, lowers the teacher/pupil ratio during the three-hour language arts block.

Students are assigned, based on diagnostic information, to skill groups where they receive extended periods of teacher-directed instruction. With this arrangement, instruction can be offered in basal reading on 10 levels within each multi-aged group (community) simultaneously.

Twenty teachers, four of whom function as resource teachers, and three aides are involved in this state and locally financed program. Implementation of IGE and ECRI followed two years of planned staff development activities. Staff development was conducted by consultants, Region VII Service Center IGE facilitators, and by local staff members.

Teachers use positive classroom management techniques throughout the school day. Behavior management training is incorporated in the ECRI training model.

Program evaluation is by Science Research Associates (SRA) assessment survey, teacher-made tests, parent survey, student survey, and observation by an outside team of professionals.

HENDERSON JUNIOR HIGH
Henderson ISD
200 North High
Henderson, TX 75652
214-657-2344

SUBJECT: Mathematics
GRADES: 8-9
Superintendent: H. B. Cunningham
Contact: Jerry Melton
Principal

Henderson Junior High, with 560 students, is in its fifth year of a concept-mastery mathematics program. The program is cross-graded; all teachers have scheduled classes that meet during the same period in order to facilitate movement of students for grouping purposes. Five classrooms and a mathematics office are located on one floor of the building which was built in the 1920's

The program, as well as the management system, was written by the teaching staff. Federal funds under the Emergency School Assistance Act provide one aide and some instructional material. Otherwise the program, with five teachers, is funded with state and local sources.

Students are held accountable for mastering objectives and must perform 80 percent accuracy on the concept evaluations in order to progess.

Evaluation of the program is accomplished using pre- and posttests on accountable objectives, and tests indicate the effectiveness of the program.

At the completion of ninth grade, credit is awarded in Fundamentals of Mathematics I, II; Introductory Algebra; Algebra I, II; and, for those who complete all objectives, Algebra III and IV.

HUDSON ELEMENTARY
Longview ISD
1609 Lilly St.
Longview, TX 75601
214-753-7472

SUBJECTS: Language Arts, Reading
GRADES: 1-5
Superintendent: Hugh Hayes (acting)
Contact: Virginia McCarty
Principal

Hudson Elementary is a citywide Planned Enrichment Program (PEP) school with approximately 400 students, grades 1-5.

The PEP School is in its fourth year of a comprehensive, individualized program in language arts. The program correlates all language arts activities, establishes high mastery levels of learning, utilizes effective management and monitoring systems, and helps students develop positive attitudes. There are nine classroom teachers, aides, and parent volunteers involved in providing instruction and/or assistance to students.

Each student works on his or her instructional level in small and large groups, or individually. Each student learns to spell and write what he or she reads.

Creative writing is an integral part of the program.

Program evaluation occurs through criterion-referenced tests, standarized achievement tests, self-evaluations, student interest inventories, and parent questionnaires.

State and local funds support the program.

JOHNSTON ELEMENTARY
Longview ISD
P. O. Box 3268
Longview, TX 75601
214-663-1118

SUBJECTS: All, Learning Resources Center
GRADES: K-5
Superintendent: Hugh Hayes (acting)
Contact: Charles H. Carr
Principal

Mozelle Johnston School has an enrollment of approximately 800 students, K-5. The physical plant consists of six wings with open halls and includes a learning resources center serving all students with an area to accommodate 200 at a time. There is a commitment to individualization of instruction which allows for independent study and research using an inquiry approach to learning. It is a multisensory approach emphasizing diagnostic and prescriptive programs. This program involves 39 teachers.

The learning resources center is available by choice to students for group or independent study. It houses 35 carrels, a film room, creative dramatic center, library (11,000 books), and a combination reference and specialized reading room. Materials available in the learning resources center are used by the classroom teachers in the center itself and in their own environment for enrichment and individualization purposes.

Instruction is enriched by utilizing several professionally prepared programs and approximately 850 filmstrips and an equal number of cassette tapes. Multilevel materials are available to reinforce the curriculum in any subject area, and children are taught to locate and replace material independently through the teaching of library skills utilizing the card catalog.

Random House, System 80, Hoffman, and Fountain Valley programs add variety in the multilevel curriculum. Other features include student tutors, parent volunteers, alternative-based student contracts, and cross-age grouping. The framework and structure for record-keeping and evaluation are provided by the Individually Guided Education management system.

The music program consists of a variety of techniques derived from methods of leading elementary music educators and a combination of original ideas incorporated from an extensive background of band, vocal, strings, and keyboard.

Support for the program includes state, local, and Title I ESEA funds.

WARE ELEMENTARY
Longview ISD
Box 3268
Longview, TX 75601
214-758-8612

SUBJECTS: All, Learning Resources Center
GRADES: K-5
Superintendent: Hugh Hayes (acting)
Contact: Jim Montgomery
Principal

Ware Elementary houses approximately 450 students, grades K-5. The Individually Guided Education (IGE) management plan is used as a means of achieving continuous progress, multi-age grouping, and team teaching. The staff members have utilized the concept of team teaching by sharing the instructional responsibility for the planning, presentation, and evaluation of a learning environment that is personally meaningful to each individual.

Some 180 students, with a team of six teachers, are working with the individualized program in order to use time, materials, and space more efficiently in the learning program. So that the students may have the opportunity to progress through the learning hierarchy at a pace which is consistent with their rate of mastery, Ware Elementary has implemented an individualized language arts, mathematics, social studies, and science program.

To provide concrete, diagramatic, and abstract learning experiences through individual, one-to-one, small-group, and large-group instruction, students are grouped and regrouped on the basis of instructional needs, learning styles, and learning modes. Teachers provide guidance and instruction, and monitor the student's work in order to measure adequacy of performance.

Several commercially developed programs are in use: a word attack, comprehension, and study skills component; continuous progress spelling; a mathematics continuum featuring nine levels of difficulty in 10 topics; a map and globe skills program; and an inquiry approach to science.

Learning stations and various programs and materials are used to provide reinforcement and enrichment. The programs used are designed to supplement the regular program. Approximately 120 stations, with stated behavioral objectives, are in operation.

State and local funds and Titles I and III, Elementary and Secondary Education Act, have contributed to the development of the program.

LONGVIEW SENIOR HIGH
Longview ISD
P. O. Box 3268
Longview, TX 75601
214-663-1301

SUBJECT: Learning Resources Center
GRADES: 9-12
Superintendent: Hugh Hayes (acting)
Contact: Vera Belle Warren
Coordinator

The Longview High School Learning Resources Center is designed as a multi-faceted facility and is used in a variety of ways. The high school is two years old and was designed to utilize advanced methods of modern education. Classes constantly use the learning resources center for research, but it is also used for individualized instruction.

On the individual level, a student can use materials in a variety of subjects: reading, mathematics, vocabulary, grammar, German, Latin, Spanish, careers, homemaking, etc. Whether remedial or advanced, the student can proceed at his or her own rate. The student may work during a class period assigned by the teacher, or use the learning resources center at a free period.

Many teachers also use the center for group work using modules. In this setting, a student progresses from one task to another at his or her own rate. Because the audio area of the center is equipped with 40 individual carrells, students may work at their own pace. Six programs can be carried at one time.

Filmstrips, kits, records, etc., may also be used at each carrell, while videotapes are viewed by groups. The learning resources center is used on an average of twice a day for group work utilizing modules. Most of these modules are designed by individual teachers with help from the librarians. Audiovisual materials are classified, catalogued, and available for inspection by teachers and students.

Longview High School has some 3,000 students. The learning resources center has two certified librarians and four library clerks. Also, a course is offered in library science and approximately 40 students are trained each year to help in all areas of the center.

Materials have been furnished through state and local funds and ESEA Title IV-B.

Program evaluation is conducted using the following criteria: general use (how many classes utilize the services); departmental use (English, mathematics, science, etc.); inventory of materials and needs assessment in areas of shortages; evaluation by teachers who use the center; and questionnaire evaluation by students.

The curriculum at Longview High School is designed on a multilevel approach to satisfy the educational need of each student. The learning resources center is the place where teachers and students find materials to implement the program. There are approximately 30,000 books and 11,000 audiovisual materials. The center circulates approximately 900 books and 100 AV materials daily.

Region VIII

GIVENS ELEMENTARY
Paris ISD
P. O. Drawer 1159
Paris, TX 75460
214-784-6668

SUBJECT: Gifted Education
GRADES: 4-5
Superintendent: Drennon Daves
Contact: Ann Trull, Director
Elementary Education

SOCRATES is a program for academically gifted students, grades 4 and 5, in its third year of operation.

Sixty students are selected for the program at the beginning of each school year using objective criteria. These consist of a group intelligence test and an assessment of verbal and quantitative aptitudes. All students, grades 4-5 in the school district (approximately 850) are tested to give each a chance for selection. Students are ranked according to test scores. The top 30 fourth graders and the top 30 fifth graders are selected for participation.

Students in the program are "pulled out" of the regular classroom one day each week and transported to a districtwide learning center located on the T. G. Givens campus for special instruction. One teacher and one teacher aide provide instruction for 15 students per day during four days of the school week. The fifth day of the week is used by the SOCRATES teacher for planning purposes and for conducting conferences with principals, regular classroom teachers, and parents of the gifted students.

The SOCRATES curriculum focuses upon higher level thinking skills. It is a differentiated curriculum consisting of the following areas: creative thinking, forecasting, reasoning, decision making, and planning. This curriculum is continuously revised during each school year.

Students participate in large-group, small-group, and individualized activities all of which reinforce the five curriculum areas. Much independence is allowed students in their planning and/or selection of activities. An online computer terminal is available for student use in programming and in logic and reasoning activities. Instructional materials are both teacher-made and commercially-prepared and are easily accessible to students.

Evaluation of the SOCRATES program is based upon student growth in the five curriculum areas as determined by pre- and posttesting. Input from teachers, administrators, and parents is used for program evaluation and planning. Evaluation of individual student performance is reported to parents and regular classroom teachers through conferences.

SOCRATES is funded by ESEA Title IV-C, state, and local funds.

JUSTISS ELEMENTARY
Paris ISD
P. O. Drawer 1159
Paris, TX 75460
214-784-6668

SUBJECT: Corrective Reading
GRADES: 1-5
Superintendent: Drennon Daves
Contact: Bob Payne, Supervisor
Developmental Reading

Corrective reading at Justiss School is in its third year of operation as an objective-based, individualized program. Thomas S. Justiss Elementary has some 880 students, approximately 250 of whom participate in the corrective reading program.

This program is located in a large, open-area classroom. A team leader, four teachers, and an instructional aide provide one-to-one and/or small group instruction for identified students in the areas of word attack and comprehension skills. One clerical aide is responsible for routine record keeping, duplicating, laminating, etc. Students are brought from their regular classroom to attend corrective reading one 40-minute period each day. This instruction is in addition to the basal reading program in the regular classroom.

Students are referred to the program based on performance on a standardized test and/or teacher observation and judgment. Upon entering the program, students are assessed with criterion-referenced tests to determine their specific strengths and weaknesses. The information is transferred to a skills monitoring card used for grouping purposes and for monitoring individual student growth. This card also serves as an individual educational plan.

After initial testing, students are grouped according to skill need. Instruction utilizes a variety of methods, materials, and educational equipment. After instruction, students are posttested to determine if the deficient skill has been mastered. If mastery has been accomplished then the grouping, instruction, and posttesting process begin anew. All materials used in corrective reading are cataloged by skill and arranged for immediate use in the instructional program.

If, any time during the school year, the program teachers and/or the regular classroom teachers feel a student no longer needs corrective reading, a standardized, norm-referenced reading test is administered. If the student scores at or near current grade placement, the student is dismissed from the program.

Program evaluation occurs through the use of standardized, norm-referenced testing to determine average reading growth per pupil. A parent-advisory council provides assistance in planning for, implementing, and evaluating the program. In addition to program evaluation, a personal progress folder is maintained for each student.

This program is supported with ESEA Title I, state, and local funds.

Region IX

HOLLIDAY ELEMENTARY
Holliday ISD
P. O. Box H
Holliday, TX 76366
817-586-1281

SUBJECT: Project GUIDE Special Education
GRADES: 1-6
Superintendent: Ray Coe
Contact: Janine Henschel
Region IX ESC

Project GUIDE is a non-graded, criterion-referenced, developmental program designed to aid teachers in identifying specific weaknesses in the first 10 years of life. The developmentally sequenced program provides a support system for special education teachers enabling them to better meet the learning needs of their students.

Holliday ISD adopted the Project GUIDE program with assistance from Region IX Education Service Center in 1976. The program operates in grades 1-6 at Holliday Elementary School, a campus of 350 students. Some 50 pupils are involved in the program with two teachers and one aide.

The three basic components of Project GUIDE deal with language arts, reading, and mathematics--providing a foundation for an individualized approach to teaching the subjects. The sequence of learner objectives track normal development, are specific, and are behaviorally written. The objectives are measurable, observable, and include mastery criteria to allow for evaluation.

Each child is given an assessment of his or her mastery level for each objective. If the objective is mastered, it is reviewed occasionally to ensure retention. If it is not mastered, the teacher draws prescriptive material from the Project GUIDE kit to address the objective.

Materials are retrieved according to type (game, cassette, etc.), title and part, learning center, and mode.

Student progress is constantly monitored and recorded on forms provided in the kit. The system allows teachers to identify student strengths and weaknesses individually and to select materials based on need.

Evaluation of the program is ongoing by consultants at the Region IX ESC. State and local funds support the program.

BRADFORD ELEMENTARY
Iowa Park ISD
P. O. Box 898
Iowa Park, TX 76367
817-592-4193

SUBJECT: Project GUIDE Special Education
GRADES: 1-4
Superintendent: Faris Nowell
Contact: Janine Henschel
Region IX ESC

Bradford Elementary, with an enrollment of 250, is in its third year using the Project GUIDE special education program. Thirty-two students in the school are involved in the program, which focuses on reading, spelling, and language. One teacher and an aide operate the program.

Designed to assist special education teachers to identify strengths and weaknesses at an early age, Project GUIDE is a developmental, criterion-referenced, non-graded program.

The basic component of the project is a sequence of specific, behaviorally stated, learner objectives which help the teacher understand normal development. The objectives are measurable, and include mastery criteria.

A child in the program is tested for mastery in each of the learner objectives, with an ongoing record kept of results. When an objective has not been mastered, the teacher selects materials from the Project GUIDE kit designed to address the identified need of that objective.

Materials used in the program include Merrill Linguistic Readers, Science Research Associates basic readers, the Sullivan Reading system, and Spelling Breakthrough. Learner stations have been set up allowing individual students to use filmstrips and cassettes to meet their needs.

Evaluation of the program is ongoing by consultants from the Region IX Service Center in Wichita Falls. The program is supported by state and local funds.

Region X

DUNBAR COMMUNITY LEARNING CENTER
Dallas ISD
4200 Metropolitan
Dallas, TX 75210
214-428-3768

SUBJECTS: Progress Through Piano, Success Through Strings
GRADES: K-3
Superintendent: Nolan Estes
Contact: Alfred Roberts
Principal/Director

Dunbar Community Learning Center is a development site for curriculum designed to meet the needs of inner-city children. Originally funded by a grant from the Perot Foundation in 1969, the effort is now funded by Title I, ESEA. The curriculum development center, serving the eligible Title I students on 86 Dallas ISD campuses, is housed in a traditional inner-city school. Of the 136,547 students in the Dallas ISD, 34,255 are eligible for Title I assistance.

The Progress Through Piano and Success Through Strings programs are structured so that music concepts and skills are developed in ways that encourage creativity, enhance self-concept, and provide reinforcement in other learning areas. Curriculum is planned to foster a range of music behaviors which incorporate cognitive, attitudinal, skill, and aesthetic areas. The objectives are designed to allow the individual student to discover and grow toward his or her potential in these areas.

"Success Through Strings" is an adaptation of the Suzuki approach. Parental participation is required during Level I study. Flexible scheduling allows working parents to take part in the program. Children are scheduled for two 30-minute lessons weekly during non-academic classes: a private lesson which the parent attends, and a group session which provides opportunity for developing music reading and ensemble skills.

"Progress Through Piano" students are scheduled in groups of 6 to 8 for two 30-minute lessons per week, also during non-academic classes. Teachers are encouraged to make optimum use of group interaction while considering individual variables within the group. At Dunbar 100 K-3 students are involved in the Learning to Learn Through Music program.

The criterion-referenced curriculum includes clearly stated objectives and tested activities, and provides for ongoing, systematic evaluation by teachers. In addition, the Research and Evaluation component of the Dallas ISD validates the musical and academic progress of program participants.

For four consecutive years, children in both programs have scored significantly higher in performance and musical understanding than other school district children involved in traditional instrumental music programs. They have also scored significantly higher on standardized tests (language, reading,arithmetic).

HOUSTON ELEMENTARY
Dallas ISD
2827 Throckmorton
Dallas, TX 75219
214-521-4366

SUBJECT: Montessori Program
GRADES: K-2
Superintendent: Nolan Estes
Contact: Albert Orozco
Principal

The Montessori learning environment was adopted at Sam Houston Elementary in 1975. The campus enrolls some 365 students, with approximately 80 involved in the Montessori program. Three classroom teachers and two aides work in the individualized instruction program.

Essentially a philosophy based on the developmental stages of children, the Montessori program is designed to free the child's potential for self-development in a prepared environment. Teachers use sequential, didatic materials for sensoring, motor, and intellectual education. The child learns through self-discovery, with teachers serving as a link between a noncompetitive environment and the student.

Teachers in the program use the well-defined system of learner objectives applied in Dallas ISD elementary schools. The objectives cover all subject areas, grades K-3. The Houston Elementary staff combines this continuum with the Montessori sequential presentation of materials to teach skills.

Each teacher has a checklist of skills activities for each subject. The teacher records the progress of each child on sheets. In addition, profile sheets for Dallas ISD's Partners in Reading and Partners in Mathematics programs are kept for each child. Parent conferences are held regularly to review progress within the program.

Because the Montessori program is used in only one section per grade level, administrators have been able to maintain a control group. Scores of the individualized class are compared with regular classes. Instruments used for evaluation include the Iowa Test of Basic Skills, the Test of Essential Reading Skills, the Shaw Healey Mathematics Test, teacher observation, and the Partners' profiles. The research and evaluation components of Dallas ISD conducts ongoing program assessment.

State and local funds support the program.

JACKSON ELEMENTARY
Dallas ISD
2929 Stag Road
Dallas, TX 75241
214-371-4346

SUBJECTS: All
GRADES: 4-6
Superintendent: Nolan Estes
Contact: L. W. Muckelroy
Principal

Maynard H. Jackson School is one of five Vanguard schools in Dallas ISD. The purpose of the Vanguard schools is to offer a variety of educational opportunities for all students of the district. Erected in 1972, the building design is open-area.

The instructional design is Individually Guided Education (IGE) offering a relaxed, personalized, self-disciplined environment conducive to learning.

The 655 students are divided into six learning communities, each containing students with an age range of several years. One paraprofessional and four teachers with varying talents and backgrounds supervise each unit. Students are the center of the learning environment and may initiate many of their own activities as well as participate in teacher-directed groups.

Team-teaching permits the use of large and small instructional groups, and independent study is planned to implement specific activities. This method also provides for frequent regrouping to achieve greater homogeneity, when desirable for teaching precise skills in an academic area.

The curriculum includes computer assisted instruction in language arts, reading, and mathematics; New Century Reading; Pushing Excellent Pupils (PEP); and a variety of individualized programs in all academic and aesthetic areas.

Funds from ESEA Title I and the Emergency School Aid Act are utilized for alternative, supplementary programs in reading and mathematics.

Program evaluation is done via classroom observation; consultants; and criterion-referenced, performance, standardized, diagnostic, and teacher-made tests.

POLK ELEMENTARY
Dallas ISD
6911 Victoria Avenue
Dallas, TX 75209
214-358-4576

SUBJECTS: Gifted and Talented Program
GRADES: 4-6
Superintendent: Nolan Estes
Contact: Toice Davis
Principal

K. B. Polk Vanguard School for academically talented students, grades 4-6, is in its third year of operation. All academic subjects are taught by the program teacher. The students attend physical education, music, band, and piano classes with the regular student body.

The curriculum for the 120 gifted and talented program students is highly differentiated and includes independent study, research, minicourses, logic instruction, and debate instruction. Continuous progress programs have been developed in mathematics. The reading program includes Junior Great Books, a shared inquiry qpproach to reading interpretation.

Each Friday parents and community experts teach special-interest, hour-long minicourses. Subjects range from geology to a Red Cross life-saving course. Students select what they wish to study on 'Fabulous Friday.'' Parents and the community become actively involved in the Vanguard program through the 'Fabulous Friday' concept.

The teachers meet, plan, and share ideas daily. Rooms are decorated creatively by the students. Each student at Polk School writes and illustrates his or her own book. One of the highlights of the year is the meet-the-author reception. Each author presents his or her book and gives a synopsis.

Evaluation of the program is done by the district Department of Research and Evaluation. Funds for the program come from local and state sources.

SEGUIN COMMUNITY LEARNING CENTER
Dallas ISD
111 W. Corning Street
Dallas, TX 75224
214-941-2110

SUBJECTS: Early Childhood Program
GRADES: Age 4-Grade 3
Superintendent: Nolan Estes
Contact: Priscilla McGaughey
Principal

Erasmo Seguin Community Learning Center is entering the third year of a planned approach to individualized instruction and mastery learning for four-year-olds and students in kindergarten through third grade.

The facility, opened in 1971, serves 745 students based in six team teaching open-space centers in addition to a portable center for the four-year-olds. Each center team consists of leader and three or four classroom teachers supported by regular program aides, ESAA reading and mathematics aides, and bilingual aides.

Specialists in the areas of music, physical education, oral language, science/arts, and media resource further enhance the program provided by center teachers. All are supported to varying degrees by the efforts of parent volunteers and community resource persons. An early childhood management system developed by the district provides the basis for the instructional continuum in all areas of the curriculum.

Multisensory methods and materials enable teachers to focus on individual learning styles, sensory modalities, and pacing in accordance with the needs of each learner. Teacher-student contracts, based on prescriptions written by the teacher, assist in the attainment of instructional objectives. Diagnosis and assessment for skills mastery are regulated through a continuous cycle of testing, teaching, retesting, and reteaching as provided by the management system and profile-check system of record keeping.

Team leaders coordinate activities through weekly meetings with team members and the instructional staff: principal, resource administrator, resource teacher, reading and mathematics demonstration teachers.

Features of the school include a media resource center which serves as a pivotal area for the total instructional program. In the center are a collection of early childhood books emphasising the cultural needs of black and Spanish-speaking children, audiovisual equipment, and a cross reference resource file for skills in reading. An arts/science center facilitates program enrichment through arts and crafts, instrumental music, ballet, gymnastics, and horticulture.

Program evaluation presently includes both standardized and criterion-referenced tests.

State and local funds also support the program.

ARTS MAGNET HIGH SCHOOL
Dallas ISD
2501 Flora Street
Dallas, TX 75201
214-747-9951

SUBJECTS: All
GRADES: 9-12
Superintendent: Nolan Estes
Contact: Paul Baker
Director

Opened in the fall of 1976, the Arts Magnet High School (at Booker T. Washington High School) is centrally located in the downtown Dallas area. To house the school, major structural modifications and additions have been made to one of Dallas' oldest buildings.

Ninety percent of its student body is bused from all areas of Dallas. Approximately 500 students attend full time, while 250 are part time. Students apply for admission on a basis of space availability with quotas set to maintain a certain ethnic balance.

The curriculum is divided into five major areas: the four career clusters--visual arts, dance, drama, and music--and the academic area which includes traditional course offerings in all required fields. The school's philosophy, "integration of abilities," attempts to develop the student's potential in more than one art area. The career clusters--each directed by a coordinator--work hand-in-hand on numerous school projects and programs; and students may elect to take courses in more than one cluster.

The student spends a minimum of three hours in cluster activities involving extensive and intensive course work and, if full time, the remainder of the day in academic subjects. The parttime student is bused from the home school for either morning or afternoon cluster classes, and participates in academic classes and extracurricular activities such as sports in the home school.

The school employs 48 fulltime teachers. It utilizes the resources of the community by hiring some 60 parttime professionals who offer their expertise in particular art fields to students on either a one-to-one or group basis. With the parttime professionals, the teacher-student ratio is less than 1-10.

Evaluation occurs periodically within each cluster and academic area with suggestions from a full-time evaluator on the staff. In addition, a full-time curriculum writer works closely with DISD personnel in developing cluster course objectives and activities, and in integrating the cluster areas with the academic courses.

All funding is state and local except for ESEA Title I funding supporting one full-time reading teacher, and funding from the Texas Commission on Arts and Humanities partially paying the salaries of two artists-in-residence.

BUSINESS AND MANAGEMENT CENTER
Dallas ISD
2214 Bryan
Dallas, TX 75201
214-651-9811

SUBJECTS: All
GRADES: 9-12
Superintendent: Nolan Estes
Contact: Marvin Robinson
Principal

Located in Dallas' central business district, the Business and Management Center operates in a realistic administrative and office setting. It permits extensive special instruction and guidance by leaders of the Dallas business community as a complement to the center's full-time professional staff.

The school offers four clusters: experience-based career education, office careers, marketing/management, and academics. This program has a two-fold purpose--preparing students planning college degrees in business, and preparing students who will enter the business world directly after graduation.

Experience-Based Career Education. An innovative, exploration program stressing career awareness, academic growth, and basic social skills. A portion of the student's three-hour cluster time is devoted to association with employers who provide guidance and special skills instruction. Upon completion of the 9th grade, each student will select the career path to be pursued for the following years at the center.

Marketing/Management. Courses in marketing/management provide students with modern fundamentals of marketing and present basic principles and concepts of management. General lab is a one-year program including study in 10 areas: human relations, communications, mathematics, salesmanship, operations, advertising, display, retailing, wholesaling, and careers in marketing. Major emphases in specialized labs include professional development, consumer awareness, business organization and management, business law, business communications, economic education, and free enterprise concepts.

Office Career. The office careers cluster consists of a three-hour block of time in which students choose a two-hour laboratory class operated in an office setting and a one-hour related class. General labs are offered to 10-12th grade students in office duplication practices and vocational office education for the handicapped, and to 10th grade students in general clerical practices. After completing the general labs, students may enter one or more of the following specialized areas of individual interest: accounting careers, secretarial science, central communications, data processing, court reporting, banking, simulated office, and word processing.

One-hour related classes in basic skills for grades 10-12 students are provided in recordkeeping, bookkeeping, accounting, typewriting, shorthand, machine shorthand, data processing, word processing, office duplication, and office machines.

Academic Program. Full-time students attending the business and management center can fulfill graduation and college entrance requirements in English, science, mathematics, and social studies. Elective courses in French and Spanish as well as high academic and honors classes in English and mathematics are also available

The program is supported by federal, state, and local funds.

HIGH SCHOOL FOR THE HEALTH PROFESSIONS
Dallas ISD
4515 Ross Avenue
Dallas, TX 75204
214-823-6200

SUBJECTS: Medical, Health Assistant, Dental Assistant, Dental Technology Clusters
GRADES: 10-12
Superintendent: Nolan Estes
Contact: Bruce Norman
Principal

The High School for Health Professions is a magnet school established by Dallas ISD in 1976. It has two campuses with a total of 825 students. The Medical Careers, Dental Technology, and Dental Assisting Clusters, grades 10-12, are located at 715 North Washington. The health careers exploration cluster for ninth graders is at 4515 Ross Avenue along with academic courses, health occupations internship, assisting, hospital support services, and bioscience clusters.

The medical careers cluster is a two-year program consisting of anatomy and physiology, medical laboratory, and patient care services. Through individualized instruction and self-paced curriculum, students develop basic medical laboratory skills, patient care skills, and a firm foundation in normal and abnormal human anatomy and physiology.

The dental technology cluster is a two-year program, the only secondary program of its kind in the United States. Most of the study involves the development of skills in constructing fixed and removable dental prostheses, crown and bridgework, and ceramics.

Dental assisting is a two-year cluster through which students learn dental anatomy, dental diseases, and dental care. They also learn the basic skills involved in taking x-rays, assisting the dentist at chairside, and using materials and instruments.

Each cluster is a competency-based curriculum, reinforced with modern professional equipment and many audiovisuals. Program evaluation is ongoing through the district's evaluation department. External evaluation is also done through the use of an educational consultant. The completion of each competency-based objective is reported to the student through a computerized student progress record keeping system.

Special resources for the High School for Health Professions include a medical doctor director, Community Advisory Council, cluster coordinators, curriculum writers, and an evaluator. There is also a professional library for instructors and a vocational club for students. Funding comes from federal vocational sources, special federal funds, state, and local sources.

SKYLINE CAREER DEVELOPMENT CENTER
Dallas ISD
7777 Forney Road
Dallas, TX 75227
214-388-2101

SUBJECTS: Career Development Clusters
GRADES: 9-12
Superintendent: Nolan Estes
Contact: Weldon Griffith
Manager

Skyline Center is a multipurpose facility intended to provide maximum educational opportunity to the citizens of the Dallas ISD. Its educational components include the high school, career development center, and the center for community services.

The evaluation program is implemented through the District Research and Evaluation Department which is a component of the Skyline Center program. All curriculum is written and implemented on a competency performance basis. Each career cluster has a community advisory committee for curriculum, evaluation, and involvement.

The student body of Skyline Center is composed of four types of students: (1) those who live within the Skyline High School attendance zones, (2) those who transfer to Skyline High School as full-time students in order to take advantage of Career Development courses, (3) those who attend the Career Development Center on a part-time basis and remain enrolled at their local school, and (4) adults or other part-time students who enroll in the Community Service Program. There are more than 4,300 students in the day school. The Community Service Program has approximately 3,000 enrolled. There are 97 teachers in the Career Development Center (plus four part-time teachers).

Skyline Center was financed through a local school bond issue. The current operating budget is financed by state and local funds.

The Center's Career Development Cluster programs are intended to enable each student to maintain a balance of academic and career education. The curriculum is designed to provide each CDC student with (1) a high school diploma, (2) the preparation to enter college or technical school, (3) and career skills to be used for future employment or to put the student a step ahead in advanced education.

The Career Development Center is composed of 25 clusters: advanced English-journalism, advanced mathematics, advanced science, air-conditioning-refrigeration/heating, architectural careers, aviation technology, child-related professions, commercial art, computer technology, cosmetology, electronic sciences, food services and management, graphics communication, horticulture, hotel-motel management, interior design, social science, photographic arts, plastics technology, television arts, transportation services, world languages, world of construction, world of fashion, and world of manufacturing.

DAVIS ELEMENTARY
Garland ISD
1621 McCallum Drive
Garland, TX 75041
214-272-1420

SUBJECT: Reading
GRADES: K-5
Superintendent: Eli Douglas
Contact: Donald Blevins
Principal

Davis Elementary is an open-concept school with a media center and 20 teaching stations. There are approximately 281 students enrolled in the individualized reading program with 13 classroom teachers, two secretary aides, and a part-time librarian. Davis is one of eight pilot schools for individualized instruction in Garland ISD.

The project, Personalized Reading Through Individualized Instruction grades K-5, at Davis Elementary School began in the fall of 1975. The reading program is designed to allow each student the opportunity to progress at his or her own rate, attempting various learning tasks when ready regardless of the progress of others. It is a system of managing the reading process to ensure that basic skills are taught on an individual basis or in small flexible groups.

Traditional state-adopted reading materials are used along with teacher-made and commercial materials. Diligent preparation is required by teachers to find the appropriate methods and materials required by each child. Parental involvement has been incorporated in the program.

Many of the faculty members at Davis Elementary have attended a six-weeks summer workshop provided by the district. Effective teacher training and a strong commitment by the staff have influenced the implementation of the individualized reading management system.

Program evaluation occurs through informal reading inventories, pre and post skill tests, self-evaluation, and limited standardized testing activities. ESEA Title IV-C and state and local district funds contribute to the program.

LAMAR JUNIOR HIGH SCHOOL
Irving ISD
219 Crandall Street
Irving, TX 75060
214-254-9155

SUBJECTS: Life and Earth Science, Mathematics, Reading
GRADES: 6-8
Superintendent: J. F. Townley
Contact: B. E. Copeland
Principal

Lamar Junior High has an enrollment of approximately 900 students. Individualized instruction at the school is self-contained and departmentalized. Evaluation is accomplished through achievement test (California Test of Basic Skills) results. The tests are used to compare Lamar student norms with other district campuses not employing individualized instruction. Individual student growth within a program is measured through pre and posttesting in skill areas. Grades in the courses are based on both formative and summative evaluations, plus six weeks' tests.

Life and Earth Science

The science program was designed to provide an environment which allows students to experience science through the hierarchy of process skills. Students utilize the processes of data gathering, organization of data, analysis of data, interpretation of data, and application of these skills as they work through their concept assignment. This approach emphasizes the responsibility of working as a member of a team or group. The science teachers strive to maintain a classroom climate that is conducive to learning--one that allows student-student interactions as well as teacher-student interaction. The students' active involvement in the learning process has generated a great deal of interest in science as evidenced by the small number of discipline problems and by favorable student response.

Each six weeks, students have an opportunity to complete 10 concepts. The first seven concepts are required material that all students must complete. The last three concepts are optional reports and projects for those pupils who have the ability, interest, and motivation to progress. The concepts are based on the districtwide needs assessment science objectives. The program is self-paced, although average and above average students are required to complete a set number of concepts. Exceptions are made for the slower learners both in number of required concepts and method of input. All sixth and seventh graders take one trimester of science; all eighth graders take two trimesters of science. There are three science teachers and one adult aide.

State and local funds support the program.

Mathematics

The individualized mathematics program has been in operation since 1972. The program is based on a sequential continuum of skills, and uses topical minicourses for students to progress through the program.

Mathematics (contd.)

Students are pre and posttested on each minicourse. If the student does not achieve mastery, he or she is referred to specific activities designed to remove the deficiency. The student then takes a review and posttest. The procedure is pretest (inventory), minicourse completion based on inventory results, posttest, and either progression on to the next minicourse or recycle. Grading and record keeping is accomplished through Classroom Management Facility.

The program is nongraded to the extent that sixth, seventh, and eighth grade students are scheduled in the same classes. A number of instructional strategies are used including independent work, teacher-student conference, lecture, and some group work. Each student also has a 10-minute, computational drill exercise each day.

Students take math all three trimesters. Six mathematics teachers and an adult aide are assigned to the program. The organizational pattern is team teaching in an open area with two self-contained classrooms, a testing center, and a lab. Students are heterogenously assigned to teachers.

ESEA Title IV-C funds supplement state and local support for the program.

Reading

The reading program was developed in an effort to meet the wide range of abilities which exist among students. The major purpose of the reading program is to provide every student with the fundamental skills of reading, allowing each to function on an appropriate level. The program is also based on the belief that practice in reading enhances reading ability; for that reason an uninterrupted silent reading time is scheduled each period.

The program is based on four major skills areas: structural analysis, vocabulary, word study, and comprehension which includes both literal and interpretive. Each of the four skills areas has a set of sequential learner objectives. A pretest determines the level of each student in a particular skills area. Based on this pretest and teacher observation, students are assigned specific activities--including both small and large-group instruction and independent study--concluding with summative evaluation.

Assignments are organized for small groups with time allowed for individual rates. Students who work more slowly have ample time to complete assignments; faster students choose from enrichment activities. Students are heterogeneously grouped for instruction.

All Lamar students, except those who take foreign language, take reading and spelling. There are four reading teachers. The program is financed by state and local funds.

ALTA MESA ELEMENTARY
Wilmer-Hutchins ISD
2901 Morgan Drive
Dallas, TX 75241
214-224-1717

SUBJECT: Reading
GRADES: K, 3-4
Superintendent: David D. Cole
Contact: Leroy Bolden
Principal

Alta Mesa School is one of five elementary schools in Wilmer-Hutchins ISD. Alta Mesa Elementary is in third year of individualized instruction for pupils in kindergarten and third and fourth grades. The SDR (Systems Directed Reading) program was initiated in the fall of 1976.

The SDR program involves 546 children in kindergarten and third and fourth grades. SDR's goal is to develop word attack and reading comprehension skills. Each student's specific needs are identified by classroom teachers using criterion-referenced tests and informal inventories.

The SDR program involves 26 classroom teachers and six aides. There is an experienced Reading Advisory Committee consisting of the two remedial reading teachers, two classroom teachers, and the instructional leader. The Committee guides all the reading efforts of kindergarten, third, and fourth grade teachers.

The student groups are determined through analysis of word attack and comprehension skills deficiences. Educable mentally retarded pupils are integrated into the reading classes.

The Reading Advisory Committee meets every 15 days with the faculty to assess the progress of pupils through posttest instruments, plan new skill groups, record data on skill monitoring cards, and to confer with parents.

No skill group functions more then 15 teaching days, and all pupils are tested monthly on their success at attaining word attack or comprehension objectives. Pupils move through five skill difficulty levels during their kindergarten and third and fourth grade experience.

The instructional staff includes 19 regular classroom teachers, two ESEA Title I reading teachers, two special education teachers, one music teacher, two physical education teachers, and six aides. The program is also supported by state and local funds.

Program evaluation occurs through the built-in process of annual pre and posttest, SDR testing every 15 days, standardized achievement test scores, parent conferences, self-evaluation, and consultant evaluation.

THE LAMPLIGHTER SCHOOL
Nonpublic
11611 Inwood Road
Dallas, TX 75229
214-369-9201

SUBJECTS: All
GRADES: Preschool-4th
Contact: Pat Mattingly
Director

Lamplighter School is housed on 12 acres. The modified open plan for classrooms allows team teaching and encourages the exchange of ideas and pupils. The recessed "well" area in each classroom is the center for much learning activity. The classroom areas open into a shared space, and the facilities include an art studio, library, and curriculum center.

Since traditional pupil progress reporting is not employed, observation via one-way windows and a sound system for each classroom are combined with regularly scheduled parent-teacher conferences. In addition to standardized tests, criterion-referenced tests and informal inventories are administered. Learning specialists assist teachers in planning strategies and prescriptive programs for meeting identified needs of students.

Enrichment in the mathematics program involves the use of special limited-function calculators in the preschool adaptable to student growth in mathematics. Supplemental games and activities for the older students use full-function calculators.

Lamplighter serves ages 3-9. The school has a 36-member staff including a team of special area teachers (art, music, creative dramatics, French, physical education, learning specialist, and librarian) in addition to teachers and administrators. A national educational advisory council assists the school in ongoing evaluation of its program.

NOTRE DAME SPECIAL SCHOOL
Nonpublic
1451 E. Northgate Drive
Irving, TX 75062
214-259-4702

SUBJECTS: Special Education
Academic/Vocational
GRADES: Preschool-Secondary
Superintendent: Sister Caroleen Hensgen
Contact: Sister Rose Rita Meyers
Director

Notre Dame Special School is a private day school serving 109 special education students, all of whom are grouped in classrooms according to age and ability. All students, ages 3-16, are in a nongraded system ranging from preschool to seventh grade reading level. There are eight certified teachers, one coordination teacher, four paraprofessionals, a speech pathologist, one music teacher, one counselor, one swimming and physical education instructor, a part-time nurse, four teacher aides, and approximately 50 regularly-scheduled volunteers. All teachers are certified to teach the mentally retarded.

The instructional program is one of continuous progress, based on assessment of the individual student's needs and chartered on individual skill sheets which are passed from teacher to teacher. Stanford Achievement Tests are administered to most students each year to help evaluate individual progress.

Pupils receive services through contracts between Notre Dame School and local school districts.

Major objectives of the educational program of the Notre Dame Vocational Center are focused on the development of specific vocational training and personal skills for independent living and good citizenship, with an enrollment of 52 students.

Program offerings in the Vocational Center include skill training in cosmetology, money management, kitchen and dining room service, floor care, serving, woodworking, typing, crafts, laundry, housekeeping, yard care, car mechanics, small engine repair, filing, pool maintenance, and ceramics. Students participate in four to eight of the training areas each nine-week session during their first year as job sampling; subsequent years emphasize areas of specific interest and skill for individual students. Job placement and follow-through are also provided for students.

The staff of the Vocational Center includes a coordinator who has special education certification in the areas of physically handicapped and mentally retarded; six teachers; and one paraprofessional whose teaching activities are under the direction of the center coordinator. Four adult and four high school student volunteers work with the Center's professional staff.

The buildings are on the grounds of the University of Dallas.

Region XI

EDUCATION IN LIVING
Fort Worth ISD
3210 West Lancaster
Fort Worth, TX 76107
817-336-8311

SUBJECTS: Emotionally disturbed
GRADES: Ages 7-14
Superintendent: Gerald Ward
Contact: Reba Jones
Coordinator

The Education in Living Program is a semiresidential program for emotionally disturbed students ages 7-14. The program is supported by ESEA Title IV-C, a grant from the Sid Richardson Foundation, and state and local funds.

The campus is located on a ranch 65 miles north of Fort Worth. It accommodates 32 students at a time, five days per week. One hundred students are served during a school year. Three teachers and three aides are supported by a coordinator, social worker, and nurse.

Individualized instruction is provided for the wide age range of students. Teachers from Fort Worth ISD and other districts intern for two days in the program. Application skills learned are implemented in the teacher's home classroom, and research by Texas Christian University consultants has reported effective implementation.

Program evaluation instruments include scales completed by student participants, parents, school personnel, and teacher trainees. The following normed scales were used in program evaluation: Phillips Anxiety Scale, Nowicki-Strickland, and Piers-Harris Self-Concept. Other scales were developed locally. These include: Fort Worth Student Performance Rating Scale for Teachers, Student Behavior Rating Scale-Parent, Parent Weekend Questionnaire, Parent Group Questionnaire, Teacher Training Survey, Technique Feasibility Rating Scale.

Measurement of student progress in academic classes was made through criterion-referenced tests in each academic area. Program evaluation is conducted by a consultant from T.C.U.

STEVENS ELEMENTARY
Fort Worth ISD
6161 Wrigley Way
Fort Worth, TX 76133
817-292-4677

SUBJECTS AND GRADES: Mathematics, Reading, Learning Resources Center K-5; French, Spanish 4-5
Superintendent: Gerald Ward
Contact: Otho Morgan
Principal

J. T. Stevens Elementary has an enrollment of approximately 800 students. The school contains preschool classes and first, third, fourth, and fifth grades. Second-grade classes are bused to Pate Elementary School.

Students are ability-grouped in reading and mathematics. Pupils are carefully measured on ability by performance on survey tests, the Iowa Test of Basic Skills, and criterion-referenced tests. Student records from the previous year are also considered in grouping.

The programs are designed to improve self-concept on the part of all students and to enhance learning attitudes. Instruction is expected to impact comprehension and study skills in reading and mathematics, in addition to the ability level determined prior to placement in group.

Students are also expected to play an increasing role in selecting objectives different from those of other pupils in the program.

Students proceed at their own rate, and learning activities are adjusted to the needs and interests of the individual. Demonstrated mastery of a skill or understanding of a subject determines progress on the continuum.

Learning prescriptions are employed in the programs along with a variety of materials such as basal readers, mathematics textbooks, workbooks, audio-visual materials, and commercial materials and instructional systems.

Students are chosen for the enrichment (Vanguard) foreign language program in grades 4-5 if they score 77 percent or above on the Iowa Test of Basic Skills.

The program is supported by state, local, and ESEA Title I funds.

EARLY CHILDHOOD ADULT LEARNING CENTER
Fort Worth ISD
901 Baurline
Fort Worth, TX 76111
817-332-9652

SUBJECT: Staff Development
Superintendent: Gerald Ward
Contact: John Barnett
Program Director

Fort Worth ISD's Early Childhood Adult Learning Center, housed at Versia Williams Elementary School, is an instructional resource center for teachers, aides, parents, administrators, university students and staff, and other people concerned about and involved with young children.

A cooperative venture with the Region XI Education Service Center, the learning center offers an individualized staff development program. It also serves as a regionwide resource center for early childhood staff development materials, equipment, and training facilities.

The center is composed of four rooms including a model kindergarten room, a display room for equipment and materials, a resource room of curriculum materials, and an inservice productive room. It is staffed by a full-time materials specialist.

The center provides an environment for learning about the nature and needs of young children including individualized study, workshops, small-group activities, seminars, observations and demonstration teaching, production of materials, and parenting meetings.

The center operates from 9:30 a.m. to 4:30 p.m. Monday through Friday during the school year and one through June. Evaluation of center activities is conducted by the both the Fort Worth school district and the Region XI ESC.

ESEA Title IV-C funds provide some assistance to the learning center program.

Region XII

WEST WARD ELEMENTARY
Killeen ISD
Dean and Hillcrest
Killeen, TX 76541
817-634-3636

SUBJECT: Reading
GRADES: 1-5
Superintendent: Clarence Ham
Contact: Gladys Driver
Principal

The Right-to-Read program at West Ward Elementary is beginning its third year of individualizing reading to meet the needs of each child.

West Ward serves approximately 460 students in grades 1-5. The staff consists of the principal, 16 classroom teachers, two aides, two physical education teachers, one music teacher, two ESEA Title I teachers with an aide, and one special education teacher with an aide. The student population is 50 percent white, 25 percent black, and 25 percent Mexican American, Oriental, etc. There is a rapid turnover of students because the school is located in a military community.

The instructional program is one of continuous progress. Instructional plans, based on Houghton Mifflin criterion-referenced testing, are charted on individual skill sheets and passed from teacher to teacher as the pupil progresses through school. The Iowa Tests of Basic Skills and the Cognitive Abilities Test are also administered to help evaluate individual progress.

Teaching materials include the Houghton Mifflin reading series, other readers, workbooks, worksheets, learning centers which contain both commercial and teacher-made items, contracts, listening centers, read-alongs, machines, etc.

Ability grouping is used in the early grades to give additional concentrated instruction.

State and local funds also support the program.

LA VEGA ELEMENTARY
La Vega ISD
3100 Wheeler
Waco, TX 76705
817-799-1721

SUBJECT: Reading
GRADES: 1-3
Superintendent: Jack James
Contact: Elden Barrett
Principal

La Vega Elementary has 560 students, grades K-3. The reading lab at La Vega Elementary is an effort to coordinate the ESEA Title I and regular classroom reading program. Eighteen classroom teachers and two Title I remedial reading teachers use the lab.

The lab is a carpeted room housing library books, reading textbooks, various reading kits and games, and audiovisual equipment. Two Title I remedial reading teachers work in the lab area. Students work in the lab twice a week, coming in 45-minute periods.

The classroom teacher brings an entire class to the lab, and while remedial students work with the remedial teachers, the classroom teacher works with the rest of the students on reading skills.

Reading skills boxes provide a variety of activities. The library books and reading textbooks are leveled according to readability. Students work on contracts according to their needs as diagnosed and prescribed by the teacher. The teacher works with the individual student as needed.

All students are taught reading in the regular classroom. The lab work is extra skills work outside the classroom. Teachers also check out books and materials for use in the regular classroom.

Program evaluation occurs through self-evaluation, standardized testing, informal reading inventories, criterion-referenced tests, and parent advisory committees. Funds from both state and local sources and ESEA Titles I and IV-B contribute to the program.

WILLIAMS JUNIOR HIGH
Copperas Cove ISD
P. O. Box 580
Copperas Cove, TX 76522
817-547-7076 or 547-2910

SUBJECT: Reading
GRADES: 7-8
Superintendent: Leland Frase
Contact: Mary Williams
Administrative Assistant

Williams Junior High's reading program is in its sixth year of individualized instruction for seventh and eighth grade students. The program involves approximately 900 students, six reading teachers, and a program director.

Multiple adoptions of both basal and supplementary readers are provided, and the program is designed to use state-adopted books 50-60 percent of the time. In addition, a wide variety of multilevel, multimedia reading materials is provided for the disadvantaged reader as well as for the accelerated reader.

A range of audiovisual equipment, materials, and reading programs is also utilized. Materials used consist of a combination of commercial, teacher-made, and student-made items. Team planning and team teaching are practiced. Staffing patterns are variable to provide for one-to-one tutoring by peers or staff, and for groups of over 100 students served by one teacher or the grade-level team of three teachers.

The management system includes a skills continuum, behavioral objectives, criterion-referenced testing, a locally developed record-keeping procedure, and a variety of informal as well as standardized tests. Continuous program evaluation occurs through self-evaluation, consultant and administrative evaluation, as well as testing, and data is available to support the effectiveness of the program.

The program was implemented with and is funded in its entirety from state and district funds. Through the Region XII Education Service Center, Right-to-Read funds have provided for limited inservice training for program teachers and the director. A research grant awarded during the 1976-77 school year provided data to further support the effectiveness of the program.

MEXIA STATE SCHOOL ISD
P. O. Box 1132
Mexia, TX 76667
817-562-2821

SUBJECTS: Reading, Mathematics
GRADES: Levels III-V
Superintendent: W. H. Lowry
Contact: Marjorie Hawkins
Educational Diagnostician

With an enrollment of 319, Mexia State School is now in the sixth year of developing and implementing individually programmed instruction for trainable and educable mentally retarded persons. Originally funded by Title III/IV-C ESEA funds, the programs utilize a multimedia approach including staff-developed audiovisual instructional modules. State school pupils are involved in the still visuals to depict the concepts.

Learning carrels are used to partially isolate the pupil from distractions, and to control the stimulus situation by providing audiovisual interactive instruction. The program is also designed to present the student with a variety of vocational information as well as information pertaining to successful community living.

The programs are designed to complement regular classroom instruction by working with approximately 45 low-achieving students in specific areas of weakness, by developing instruction for a particular need, and by coordinating developed instruction with existing sequences.

Standardized, specific-area, norm-referenced tests in reading and mathematics are administered bi-annually to the school population. Standardized diagnostic learning abilities tests are also given annually to help determine specific areas of strengths and disabilities. At an annual meeting all staff members who work with a particular student meet to consider the progress of the student and to set goals to be accomplished during the coming year. Monthly and quarterly reports are written on each goal to monitor progress.

For placement in the program, each student is administered a series of unit, frame, subframe, and module tests. Each student is allowed to progress at an individual rate, repeating or skipping steps in a sequence in which competency has been demonstrated.

The staff consists of two-full time aides, a special education teacher, and an educational diagnostician.

DICKSON ELEMENTARY
Temple ISD
1100 S. 33rd Street
Temple, TX 76501
817-778-6721

SUBJECT: Reading
GRADES: 1-5
Superintendent: William J. Valigura
Contact: Bonnie Martin
Principal

Individualized reading at Dickson Elementary seeks to provide an individual approach to learning. To accomplish that objective, the 109 students in the program use contracts and teacher instruction on their own level of ability and achievement. A flexible, open environment is provided as students move through the skills continuum.

Six teachers and one aide are involved in the program at Dickson School, a Right-to-Read campus. Program staff strive to develop habits of independent study in the students and the ability to be responsible for self and others when in small or large-group instruction. Positive self-concept is as necessary as academic achievement.

Students in the program have the opportunity to learn in a variety of settings. Flexible class organization facilitates grouping and re-grouping of students to help address individual needs.

Learning centers are used to individualize the program. The varied learning center presentations are student oriented. While some pupils work at centers, the teacher can work with small groups or individuals. Team teaching and multilevel grouping are other features of the program.

McGraw Hill and Houghton-Mifflin criterion-referenced tests, an informal reading inventory, pupil placement tests, a phonics inventory, and teacher-made tests are among the evaluation methods applied to the program.

State and local funds support the program.

EMERSON ELEMENTARY
Temple ISD
1400 E. Avenue B
Temple, TX 76501
817-778-6721

SUBJECTS: All
GRADES: Preschool-1
Superintendent: William J. Valigura
Contact: Jean Bean
Principal

Emerson Elementary is a primary school of traditional design with basically self-contained classes. The 245 children are divided into three prekindergarten, four kindergarten, and five first grade classes. Teaching personnel include classroom teachers, a music teacher, a physical education teacher, language specialist, a parttime migrant teacher, a diagnostician, special education resource teacher, and four teacher aides with funding through local, state, and ESEA Title I funds. The school population is 72 percent black and 14 percent Mexican American.

In 1975, the Early Prevention of School Failure screening program was initiated at Emerson School. The test results have consistently shown that the children are functioning from one and one-half to two and one-half years below age expectancy in language and visual-perceptual/fine motor skills areas. The apparent lack of experiental background of many of the children has influenced the individualized program to meet the low developmental needs of each child.

After the estimated level of functioning has been established through Early Prevention of School Failure screening, a continuous progress program is developed with skills continuum scales such as Performance Objectives for Pre-School Children and Learning Accomplishment Profiles. A variety of materials is used including the Peabody Language Development Kit (Level P), Alpha Time, McMillian and Lippincott, as well as basic reading programs from Houghton-Mifflin and Scott Foresman and teacher-made materials.

Program evaluation is done through the pre- and posttest in the Early Prevention of School Failure screening and the Dale Avenue skill assessment testing, as well as continuous teacher evaluation and observations and first grade achievement tests.

Region XII Service Center assisted in the adoption of this program through the National Diffusion Network.

REAGAN ELEMENTARY
Temple ISD
1000 South 5th
Temple, TX 76501
817-778-6721

SUBJECTS: All
GRADES: Kindergarten
Superintendent: William J. Valigura
Contact: Helen Pope
Principal

The individualized program in the kindergarten at Reagan Elementary is patterned after and adapted from the Title III ESEA project developed and validated at Peotone, Illinois. The program purpose is the recognition of children who have potential learning problems and the development of a prescriptive program for each child designed to prevent failure in the elementary grades.

Screening of all incoming kindergarten children is accomplished in the spring prior to enrollment. The screening is divided into five areas-gross motor, visual-motor, language, vocabulary, and speech.

Each child's scores are evaluated by the screening team and a recommendation is made for special programing if appropriate for each child with recognized or potential problems.

The regular teaching staff in kindergarten consists of two teachers and one full time aide who use a team teaching approach in planning and carrying out the program. Additional personnel who work with some of the kindergarten children include a migrant teacher, two resource teachers, speech teacher, and physical education teacher.

Each child spends half of the morning in planned and self-chosen activities in art, woodworking and play centers with housekeeping equipment, blocks, puzzles and manipulative toys, and a short period for stories.

The other half of the morning is spent in an area arranged for individual learning centers and small-group work. There are 40 individual centers in operation every day.

The program, which involves approximately 60 students, is supported by state and local funds.

Region XII Service Center assisted in the adoption of this program through the National Diffusion Network.

SCOTT ELEMENTARY
Temple ISD
2301 West Avenue P
Temple, TX 76501
817-778-8601

SUBJECTS: Language Arts
GRADES: K-5
Superintendent: William J. Valigura
Contact: Calvin Whatley
Principal

Scott Elementary has 373 children in grades K-5 involved in the individualized program. Fourteen classroom teachers, two aides, and parent volunteers staff the program.

Pupils proceed along a continuum providing flexibility in adjusting instruction for slower-paced pupils as well as for gifted or high-achieving students. The program is integrated, with reading, spelling, writing, speaking, listening, and comprehension being taught during the two-hour morning language arts session.

Instruction is individualized based upon each pupil's ability and interests. Teaching takes place in small groups, large groups, and with an individual tutor. Pupils' strengths and weaknesses are continuously assessed so that the assignment of students to particular levels of achievement will always remain flexible.

Since so many children are working individually during this two-hour span, it is essential to use volunteers. They have worked with individual students, in small groups, and in the workroom preparing material.

The role of kindergarten in Scott Elementary's reading program is to promote development in readiness areas: language, cognition, comphrehension, preception, motor skills, and attitude. These six areas of development are the basis of "center time" and "group time" for two hours each morning.

The children are grouped developmentally according to their needs, and move from group to group as they progress. Each child is instructed by two teachers, one adult aide, and a high school aide.

Students are given criterion-referenced pre- and posttests that are coordinated with the basal text in order to evaluate the progress of each child. Criterion interim tests are administered on a cumulative basis from one year to the next to determine progress.

The criterion-referenced test printout indicates which interim test each child is to take. These interim tests are compared with the criterion-referenced test (McGraw-Hill) evaluation. The results are tallied on a cumulative basis so an overall increase in the value of the program can be determined.

State and local funds support the program.

ST. PAUL'S SCHOOL
Nonpublic
517 Columbus
Waco, TX 76702
817-753-0246

SUBJECTS: All
GRADES: Age 3-Grade 6
Contact: Anne Marie Simpkins
Administrator

With a student population of over 200, St. Paul's Episcopal School is divided into four units: preprimary, primary, intermediate, and enrichment. Each unit consists of students, teachers, and a unit leader.

Children assist in setting goals and are then exposed to a variety of learning materials and teaching techniques: learning stations, films, field trips, community projects and resource personnel, team teaching, small- and large-group instruction, one-to-one instruction, multi-age grouping, peer tutoring, crossage tutoring, contracts, and minicourses all incorporated in an orderly manner.

Students select some learning activities, are free to move about while working, are encouraged to evaluate their own progress, and can exercise initiative in planning and implementing their own activities. They proceed at their own rates because they are assessed individually upon entrance to the program and are periodically re-assessed. Opportunities are available for students who complete or demonstrate mastery of specified levels of work to move ahead or to have broadened experiences.

Variety in the amount of direction and assistance as well as in activities is offered by the teacher. Students learn group dynamics, and all groupings are re-formed periodically. Instructional materials are accessible and carefully explained.

Parents are involved with the child's education through activities of the parents association, and through work as classroom aides, librarians, and minicourse instructors.

St. Paul's is open for visitation on Friday's, October through April, from 8:30 a.m. to 3:45 p.m.

Region XIII

HIGHLAND PARK ELEMENTARY
Austin ISD
4900 Fairview
Austin, TX 78731
512-459-6313

SUBJECTS: All
GRADES: K-5
Superintendent: Jack L. Davidson
Contact: J. C. Chapman
Principal

Highland Park School opened in the fall of 1952 as a traditional school. One area has been remodeled by removing the walls to form a large, carpeted, open classroom for gifted students.

Twenty-eight teachers are involved in the decision-making process through an instructional improvement committee and various subcommittees.

Parent involvement is an essential element of the program. Parents provide support through PTA and volunteer programs. Over 200 parent volunteers serve in the school each month.

The Fountain Valley Teacher Support System and Criterion Referenced Testing are used to diagnose each child's instructional level. Children work in groups or individually with consideration being given to level of skills, interests, and social needs.

Numerous commercial and teacher made materials provide learning alternatives in all subject areas. In addition, many special projects provide additional incentive for learning.

Program evaluation occurs through self-evaluation, parent questionnaires, and standardized testing.

The program is funded through local and state sources.

HOUSTON ELEMENTARY
Austin ISD
5409 Ponciana
Austin, TX 78744
512-477-4134

SUBJECT: Reading
GRADE: 1
Superintendent: Jack Davidson
Contact: Hermelinda Rodriguez
Principal

Josephine Houston School is in its third year of individualized instruction in reading at the first-grade level. Built in 1976, this open area school serves approximately 1,000 students, 175 of whom are first graders. Seven portable buildings help to house the student population. The first grade is located in the main, open-area building.

Seven classroom teachers comprise the first grade instructional unit. Support personnel include a counselor, two resource teachers, a librarian, and a speech therapist.

Teacher involvement in the decision-making process is accomplished through unit-leaders meetings, team-planning meetings, and direct unit meetings with the adminstrative staff. A volunteer parent program provides opportunities for direct parent involvement in the reading program.

An individualized instructional program has been developed in the reading area. A variety of activities and materials is provided so that each child can progress at his or her own rate.

Teacher-made materials, commercially designed materials, multiple-adoption reading series, and a variety of audiovisual materials are used in this individualized reading program.

Teacher and student contracts, teacher-made diagnostic tests, standardized tests, informal reading inventories, and mastery learning check lists are used not only to aid teachers in instructional grouping and regrouping, but also to serve as a basis for evaluating the program itself.

Enrichment activities such as a creative writing program, cooking experiences, and field trips augment the program.

State and local funds support the program.

BULVERDE ELEMENTARY
Comal ISD
Route 1, Box 118
Wetmore, TX 78163
512-438-2800

SUBJECTS: All
GRADES: K-5
Superintendent: James M. Richardson
Contact: Connie Bremer
Principal

Bulverde Elementary School serves a large rural area with approximately 450 students in grades K-5. In an effort to better meet the needs of the children through individualized instruction, the school is grouped into two multi-age units. Teams of three to four teachers are responsible for the learning program of 75-100 students. The program is flexible in team organization to accommodate changing needs.

Art, music, and physical education teachers form a team that is an integral part of the learning program. A resource teacher, librarian, and three aides support the school program full time, while a speech therapist, hearing therapist, educational diagnostician, and nurse are assigned to the campus on an itinerate basis.

While children attend art or music and physical education daily, unit teachers meet in teams to organize and plan the unit's learning program and to discuss individual children's needs. Instruction is individualized in all curricular areas. Student learning and progress are continuous. A school schedule is developed by the staff to provide large blocks of time for unit instruction, special classes, use of a multilevel learning center, and the resource center.

The learning center is planned and maintained by all teachers, and supervised by one aide. Reinforcement skills are provided through games, audiovisual media, and manipulative activities.

Middle school tutors assist in instruction, the library, and with audiovisual media (about 60 students daily). Special education students are mainstreamed, with individualized instruction and team planning to help meet their special needs. An active parent volunteer program is in operation.

Educational plans are developed for each student and updated regularly. Much attention is focused on developing a positive self-concept and involving students in decision making. Student-teacher interaction occurs daily in advisory situations, instructional groups, and conferences.

Small-group, large-group, and one-to-one instruction; peer-tutoring; and independent modes are utilized. A variety of materials and media can be observed. Support team teachers meet regularly with unit teachers to correlate the program and discuss student needs. Teachers have direct input into decision making through unit and school level meetings.

Program evaluation is accomplished through study of standarized achievement test scores on an individual student basis, as well as by school and grade level each year. Parent, student, and teacher surveys are conducted regularly. A goal-setting and assessment process operates on the school and team level, as well as for individual staff members and students.

The program is supported by state and local funds.

COMAL ELEMENTARY
Comal ISD
Rt. 6, Box 595
New Braunfels, TX 78130
512-625-9514

SUBJECTS: All
GRADES: K-5
Superintendent: James M. Richardson
Contact: Barbara C. Miller
Principal

Comal Elementary School began its seventh year of individualized instruction in September 1978. Built in 1966, the 10-classroom building was remodeled into one large open area in 1972. A new cafeteria and physical education activity room were added in 1975, and the old cafeteria was remodeled to provide music and art activities.

The 260 pupils are divided into three learning communities or units--Unit I composed of five, six, and seven-year-olds; Unit II composed of seven, eight, and nine-year-olds; and Unit III composed of nine, 10, and 11-year-olds. Each unit is served by three teachers, one of whom is the unit leader; a special education teacher; Title I remedial reading teacher; speech therapist; and aides. Each child has music or art and physical education daily.

Staff involvement in the decision-making process is accomplished through the Instructional Improvement Council (IIC) made up of unit leaders and representatives from special teachers and aides.

Continuous progress curriculum guides have been developed in language arts (including reading, spelling, written and oral language) and mathematics. Guides are also provided for science and social studies which provide sequential objectives for teaching units incorporating activities for various learning styles.

Learning stations and centers provide a wide range of activities at the students' instructional level and for the independent study. These centers use teacher-made, audiovisual, self-correcting, multilevel, programmed, learning activity packets, and many others. A multi-adoption text is used at all levels in all subjects.

Student progress is marked on district record cards at the mastery level. Every student has an individual education plan which includes goals. Program evaluation occurs through self-evaluation, parent questionnaires and standardized tests (California Test of Basic Skills). Parent support and participation is encouraged through a parent volunteer program and parent/teacher organization.

State, local, and Title I ESEA funds support the program.

FRAZIER ELEMENTARY
Comal ISD
1441 Highway 81 East
New Braunfels, TX 78130
512-625-7701

SUBJECTS: All
GRADES: 3-5
Superintendent: James M. Richardson
Contact: Darvin Altenhoff
Principal

Frazier Elementary School started an individualized program of instruction with the 1974-75 school year. Frazier School's approximate enrollment is 315 and the physical plant is an open-concept design originally built in 1966. In 1974, the interior walls were removed to facilitate flexible grouping and team teaching.

Students comprise three multi-age groups of eight, nine, and 10-year-olds. Each group includes about 105 students instructed by a team of three teachers, one of whom serves as a unit leader and one as a special education teacher. Each unit also has a teacher aide.

The fourth team--the supportive team--is composed of the librarian; music, art, physical education, and two ESEA Title I reading teachers; a part-time speech therapist; and a part-time diagnostician.

A 100-minute planning period is made possible each day for each unit while students are in supportive team classes. Large blocks of time also allow flexibility in each unit.

Teacher involvement in the decision-making process is accomplished through the Instructional Improvement Committee (IIC) and various subcommittees with representatives from each unit. The IIC is composed of the principal, three team leaders, and a representative of the support team.

Teachers selected from among volunteers and paid during the summer develop continuous progress curriculum guides containing instruction objectives as needed in language arts, mathematics, social studies, science, music, and physical education.

Much attention is focused on developing a positive self-concept on the part of each student, involving students in decision making, and making learning enjoyable.

Materials used include programmed and self-checking materials, multi-adoption textbooks, library books, audiovisual equipment, and teacher-made and commercial materials.

Program evaluation is accomplished through the use of teacher-student goal setting and assessment processess; teacher, student, and parental opinion studies; teacher evaluation and student self-evaluation; standardized achievement tests; student pretests and posttests; and observation.

State, local, and federal Title I ESEA funds support the program.

GOODWIN PRIMARY SCHOOL
Comal ISD
1297 Church Hill Drive
New Braunfels, TX 78130
512-625-2822

SUBJECTS: All
GRADES: Preschool-2
Superintendent: James M. Richardson
Contact: J. R. Dry
Principal

Goodwin Primary includes grades K-2 plus an early childhood unit and a combination unit. The instructional organization includes three four-member teams with an aide for each team. Each team has a special education teacher, bilingual resource person, and certified kindergarten teacher. In addition, there is a support team consisting of physical education, music, speech therapy, ESEA Title I reading, early childhood, and combination unit teachers and a librarian.

The five, six and seven-year-old children are grouped in an open classroom arrangement. This provides the space flexibility needed to individualize each child's learning program. The units schedule children into small groups while other pupils are scheduled into learning centers, the library, bilingual education classes, special kindergarten groups, and special reading instruction. The grouping changes approximately each 30 minutes, allowing each pupil time for small-group instruction and follow-up support activities during language, mathematics, reading, and readiness time.

Science and social studies are taught in large, heterogeneous groups. The only time during the day that the children in a unit are grouped exclusively by age is when they go to special classes.

The three age groups are in one of three activities--music, physical education, and activity room or library--for 20 minutes. Then the groups rotate. Thus, each child receives 20 minutes each of physical education and music, and five and six-year-olds alternate going to the activity room while seven-year-olds go to the library for reading each day.

The leadership and decision-making activities are channeled through the Instructional Improvement Committee (IIC) which is composed of the principal, three team leaders, and a representative of the support team. The other members of the faculty are invited to attend IIC meetings at least twice a year.

The major goals of the program are: individualization of instruction; making learning enjoyable; using the diagnostic-prescriptive style of teaching; involving pupils in the planning, operation, and evaluation of their learning; guiding students toward self-direction and responsibility; and helping each child develop a positive self-image.

State, local, and Title I and IV-B ESEA funds support the program.

Evaluation of the program is accomplished through comprehensive parental surveys conducted after parent conferences, standardized test results from district spring testing, the district goal-setting process, the Inventory of Individualized Instruction, teacher surveys, and student self-evaluation.

CANYON MIDDLE SCHOOL
Comal ISD
1275 Highway 81 East
New Braunfels, TX 78130
512-625-7355

SUBJECTS: Language Arts, Reading, Mathematics
GRADES: 6-8
Superintendent: James M. Richardson
Contact: Carter Cook
Principal

The 500 students at Canyon Middle School receive language arts and mathematics instruction in large, open classrooms. Continuous progress, team-teaching programs have been developed and implemented in these areas.

Each student's progress is carefully recorded and reported through campus and district-developed grading and evaluation systems. The program of individualized instruction is further evaluated through the use of standardized achievement tests, regular parent surveys, and team inventories of perceived success.

Management and support systems to implement the program of individualized instruction in mathematics and language arts have been utilized by the teaching teams. Learning packets, peer tutoring, campus-made and commercial audiovisual aids, small and large-group instruction, one-to-one instruction, flexible-time usage, flexible staffing, use of teacher aides, minicourses, team-planning techniques, and other strategies contribute to the program.

The mathematics and language arts teams each consist of three regular teachers, a special education teacher, and a teacher aide.

The reading program is carried out both during the daily language arts class and at other times in a student's schedule.

Reading teachers diagnose the reading level of students. This information is made available to all other staff members in order to help them make appropriate educational plans for the students in every academic area.

One teacher operates a multilevel reading laboratory for intensive diagnostic and prescriptive work with the students. The stigma that is often attached by middle-school students to a situation involving special help is overcome by having students of all reading levels assigned to work in the lab together. Some may be learning advance speedreading techniques, while others are getting drill and reinforcement instruction on the basic elements of reading.

All sixth graders are assigned to a twice or three-times weekly class called Reading for Enjoyment. Students read and report on material at their level for this class. These students are afforded the opportunity of a regular, structured time during the school day for quiet, individual reading development.

The language arts staff is augmented by two Title I ESEA reading teachers.

State and local funds also support the program.

CANYON HIGH SCHOOL
Comal ISD
1510 Highway 35 East
New Braunfels, TX 78130
512-625-6251

SUBJECTS: English, Government, History, Mathematics
GRADES: 9-12
Superintendent: James M. Richardson
Contact: Larry Moehnke
Principal

Canyon High School is in its sixth year of individualized instruction. Movable walls allow flexibility in the instructional program for 710 students.

The mathematics program uses several different approaches to individualized instruction depending upon the educational background, learning modes, maturity, and future needs of the students. In the two years of Fundamentals of Mathematics, materials for two or three levels are provided for each basic unit with some emphasis on practical applications and business uses in personal life. The two-year Introductions to Algebra sequence is a fully packeted program with multiple forms of unit tests. Students work at their own pace within a framework of continuous progress. In Consumer Mathematics certain basic packets are required with many options used according to student choices. Full use of cassette-filmstrips is made to supplement text materials and to facilitate learning.

The evaluation of a student's performance in the use and understanding of the English language is based on accomplishment of prescribed performance objectives set by the two or three-teacher teams and by the student/teacher team. A variety of learning activities offers the student a choice to suit his or her learning progress and style.

Two or three-teacher teams also manage the English I, English II, and English III open classrooms. Instructional groupings are organized on the basis of diagnostic techniques: pretesting, student needs assessed from previous work, posttesting for reassessment, interest and learning-style inventories, student self-diagnosis, an informal reading inventory, and teacher observation. Groupings are disbanded as soon as the reason for organization is accomplished. Continuous progress has been developed in oral composition and discourse, grammar and written composition, and reading interpretation and analysis.

Students in American history and government are assigned one of three reading levels according to diagnosed ability, and may be moved as skills indicate. Accompanying these three reading levels are appropriate activities and tests. Calendars, provided for each unit, indicate each day's focus and expectations. These calendars help the students pace themselves, plan ahead, and do work they have missed or may miss.

State and local funds support the program.

SPICEWOOD ELEMENTARY
Round Rock ISD
11601 Olson Road
Austin, TX 78750
512-258-3209

SUBJECTS: Mathematics, Reading
GRADES: K-5
Superintendent: Noel Grisham
Contact: Jerry Don Landers
Principal

Spicewood Elementary is now in its fifth year of individually programmed instruction in both mathematics and reading, K-5. Spicewood School became a Right-to-Read school during its second year of individualization.

The modified open-space building houses about 630 students. The 22 teachers work in six teams with support from a physical education teacher, art teacher, music teacher, a resource-media teacher and aide, two classroom aides, two special education teachers and one aide, a speech teacher, and a counselor.

A large parent volunteer program provides assistance to the teachers.

A variety of materials is used in the programs including multi-adoption texts; teacher-made games and worksheets; commercial games, worksheets, and kits; workbooks; audiovisual aids; and student-made items.

Students have the opportunity to work independently, and in small and large groups.

Reading and mathematics instruction are based on a continuum of skills with pre and posttests, standardized achievement tests, teacher-made tests, teacher observations, and criterion-referenced tests. These are all used as means of evaluating students and the program. Parent-teacher conferences are held in addition to six weeks reporting.

Teachers, oprating as teams, are involved in many hours of planning each week in addition to a weekly meeting of team leaders. This enables the staff to better assess student performance, prepare materials, and plan curriculum.

State and local funds support the program.

CROCKETT ELEMENTARY
(formerly Bonham School)
San Marcos ISD
Clyde and Girard Streets
San Marcos, TX 78666
512-392-8141

SUBJECTS: All
GRADES: Kindergarten
Superintendent: Thomas Carter
Contact: La Rue H. Miller
Principal

Crockett School is the new facility for the individualized instruction kindergarten program begun in 1971 at Bonham School. It features three newly designed open area classroom modules for kindergarten students and one remodeled classroom module.

The 390 pupils are divided into four learning communities. Each learning community consists of a teacher leader, classroom teachers, ESEA Title I and migrant teacher, special education teacher(s), student teachers, and aides.

Teacher involvement in the decision-making processes is accomplished through an instructional improvement council and various subcommittees. Parents provide support through a parent advisory council.

Continuous progress programs have been developed in mathematics and language arts (including reading). A variety of activities for various learning styles and pace are provided in science and social studies. Bilingual education provides basic skills instruction in a student's dominant language, and the development of English and/or Spanish as a second language.

Montessori methods and materials, multilevel programmed and self-correcting materials, audiovisual equipment, multi-adoption materials, and teacher-made materials are used.

Teacher and student contracts and mastery learning check charts are used for instructional grouping. Much attention is focused on developing positive attitudes and a positive learning environment. Strategies include teacher modeling, school without failure concept, and behavior-modification techniques.

Program evaluation occurs through self-evaluation, parent questionnaires, limited standardized testing activities, and consultant evaluation. Funds from ESEA Title I, Title I migrant, and state funds for comprehensive special education contribute to this program.

Region XIV

TRI-COUNTY SPECIAL EDUCATION COOPERATIVE
P. O. Box 231
Stamford, TX 79553
915-773-3637

SUBJECTS: English, Language Arts, Mathematics
GRADES: 6-12
Superintendent: 12 Districts
Contact: John McGaughey
Coordinator

Tri-County Education Cooperative provides special education instruction to 12 school districts in four counties with a total average daily attendance of over 5,000 students.

The program--federally funded for three years as a Title VI, Part B (Education of the Handicapped Act) grant which expired June 30, 1978--is entitled the Coordinated Correlated Instructional Program.

A program for secondary handicapped students, it was conceived as a result of a need for motivating pupils, increasing their interest in school, and preparing them for the world of work or additional education after graduation.

Students are given choice sheets for such areas as mechanics, cosmetics and skin care, house building, sewing, and art. There are spaces for students to write in choices not listed. Students are asked to make three choices.

Materials used in the program are attractive to students, require the use of hands, and may lead to a vocation. An example is the visible VA engine kit available in retail stores.

Academic subjects such as English language arts, and mathematics are correlated with the materials. A student may be placed in a resource room for one or all of these academic subjects. The pupil will receive correlative instruction until the model is assembled, or the activities using the material have been completed. Academics are taught in the appropriate period for four days; and assembling, with required skills, is conducted for one person every fifth day.

Student assignments are adjusted according to individual abilities. Parents are counseled about the program. Students demonstrate their completed models to parents and other classes.

Teachers and participating students evaluate each unit of instruction after completion. Outside evaluators also help to evaluate the program.

Region XV

HOUSTON ELEMENTARY
San Felipe-Del Rio CISD
300 West Martin
Del Rio, TX 78840
512-775-9561

SUBJECT: Special Education
AGES: Birth-8
Superintendent: O. B. Poole
Contact: Cornelia B. Hanna
Director, Special Education

The Del Rio First Chance Project is an early childhood program for preschool handicapped children. This project serves approximately 125 children in self-contained and resource programs on seven campuses and in home settings.

The home-based program involves the parent in the selection of objectives, the instruction, and the recording of progress using the project's pre- and posttesting procedures. The campus-based, self-contained program provides individual, small-group, and large-group activities. The campus-based resource programs provide individual and small-group activities.

The staff includes three special education teachers, one speech and language specialist, and three bilingual aides. Support staff services of an educational diagnostician and a counselor are available. Two high school students in a child development class assist on a half-day basis.

One objective of the project is to provide individualized diagnostic and prescriptive instruction in a multi-faceted program with flexible scheduling procedures. Continuous parental involvement is an important component of the project.

The locally standardized Del Rio Language Screening Test (English/Spanish) is used for initial screening of language. Developmental scales are used to assess physical, social, self-help, cognitive, and communicative skills. The resulting profile of strengths and weaknesses provides a basis for initial instructional planning. Written instructional objectives are based upon ongoing individual records of pupil progress. This documentation of progress and subsequent posttesting serve as a basis for evaluation of the effectiveness of the program.

Education of the Handicapped Act, state comprehensive special education, other state, and local funds support the program.

MEMORIAL ELEMENTARY
San Felipe-Del Rio CISD
2003 North Main Street
Del Rio, TX 78840
512-775-9561

SUBJECTS: Language Arts, Reading
GRADES: Preschool-Grade 4
Superintendent: O. B. Poole
Contact: Mary D. Levermann
Coordinator

Project Developmental Continuity in San Felipe-Del Rio is designed to help students make the transition from the headstart classroom to the elementary school classroom.

The project is being applied to prekindergarten through fourth-grade students at Memorial Elementary and is in its fifth year of operation.

The 580 students in PDC are divided into three units. Unit One is for students who fall into the preschool category, from four to five years-of-age. Unit Two is for five, six, and seven-year-olds. Unit Three is for eight and nine-year-olds. Each unit is composed of a unit leader, classroom teachers, a compensatory teacher, a special education teacher, and aides.

Overseeing the planning and operation of the project is a group representing the school, the home, and the community. This group, the PDC Council, includes the Program Improvement Committee and the Parent Involvement Committee. The program Improvement Committee meets weekly to make decisions concerning the instructional program of the school. The Parent Involvement Committee encourages parent participation in the school as volunteers.

The instructional program at Memorial Elementary is designed to meet the students' individual needs in several basic ways: by helping each student to progress at his or her own pace; by varying the medium of instruction from textbooks to audiovisual materials; by varying the instructional mode from large groups to small groups to independent study; by varying the time and workspace for learning; and by matching each student with the person best suited for a specific learning task.

The bilingual/bicultural component of the program uses the developmental sequence of language arts skills: listening, speaking, reading, and writing. Spanish-speaking children are not asked to begin reading in English without the prerequisite oral language skills of listening and speaking. Spanish-speaking children are not taught the same things in two languages. Rather, the following rule is applied in PDC: Teach new concepts in the familiar language; use familiar concepts to teach the new language.

Evaluation of the program is conducted by the High/Scope Educational Research Foundation and by the district evaluation department. A comparative group of children is being followed for five years using standardized testing instruments.

A filmstrip media package, describing the Memorial project, has been developed and is available upon request.

The program is supported by a grant from the federal office of Aid to Families and Youth; ESEA Title I, regular and migrant, Title VII; state bilingual; state compensatory; Foundation Program; and local funds.

Region XVI

ENRICHMENT RESOURCE PROGRAM
Amarillo ISD
910 West Eighth Avenue
Amarillo, TX 79101
806-376-5531

SUBJECTS: Communicative Arts/
Social Studies
GRADES: 5-6
Superintendent: David Austin (acting)
Contact: Kenneth R. Skinner
Assistant Superintendent

Avondale Elementary
Belmar Elementary
Coronado Elementary
Oak Dale Elementary
Olsen Park Elementary
Puckett Elementary
Ridgecrest Elementary
South Georgia Elementary
Western Plateau Elementary
Whittier Elementary
Paramount Terrace Elementary

The Enrichment Resource Program for academically talented students, grades 5-6, is designed to meet the needs of rapid-learning students by individualizing and differentiating instruction. Supported by state and local funds, the program involves about 500 students.

Because research has shown that gifted children need association with other students who have potential and interests similar to theirs, as well as with a broad range of peers, those students assigned to the Enrichment Program are grouped homogeneously for communicative arts (reading, spelling, language, writing) and social studies, but are assigned to heterogeneously grouped classes for all other subjects.

A variety of information is utilized in identifying and evaluating children for placement in the program. Basically, a case-study approach is followed including group scores on tests of ability and achievement; a descriptive checklist of characteristics of academically talented children; teacher and principal observations and evaluations; interests, hobbies, and extracurricular activities; and observations of attitudes and social adjustment in school.

Basic skill development is emphasized in each subject area, with each student working on his or her own level. Supplementary materials--including laboratories, source materials, and audiovisual materials--are provided for basic skill development, enrichment, and extension. Literature, composition, vocabulary, and study skills are an integral part of the program.

The contract system of learning is utilized. Teaching strategies emphasize pupil involvement, inductive learning, inquiry processes, and development of higher levels of thinking. Pre and post standardized achievement tests, along with pupil and teacher evaluation, are utilized.

WILDORADO ELEMENTARY
Wildorado ISD
P. O. Box 146
Wildorado, TX 79098
806-426-3317

SUBJECTS: All
GRADES: K-6
Superintendent: Mike Caplinger
Contact: Mike Caplinger
Principal

Wildorado Elementary has all grades (55 students, six teachers) involved in programs of individualized instruction.

Upon arrival at Wildorado, a rural school, the visitor finds a brightly colored "love bug" and painted spools stacked for recreational purposes, indicating instruction through atmosphere. The atmosphere continues in the classroom as each teacher promotes a specific learning environment: a western town, a room of Spanish decor, a room with individual carrels, a home and family room, and others. Primary rooms utilize "big-top," a teepee, and a corral to stress atmosphere conducive to learning.

Each room is painted differently, and teacher flexibility is apparent in meeting individual needs. Many teacher-made innovations (some originally funded by Title III, Elementary and Secondary Education Act) support instruction areas, even in the primary grades. Team teaching is utilized in music, social studies, and science. Increased emphasis is placed on reading instruction, and separate partitioned areas and special rooms are set aside for instruction. A paperback book-swap program is used to encourage free reading. Student contracts and peer tutoring are other features of the program.

Evaluation of the reading program, as in other subject areas, is based on an assessment of individual needs. Formal and informal inventories are used as well as diagnostic instruments (Science Research Associates Assessment Series) to periodically check the progress of the individual.

Enrichment provides Spanish instruction with classroom atmosphere conducive to the instruction.

State and local funds support the program.

Region XVII

LUBBOCK ADULT LEARNING CENTER
Lubbock ISD
2013 13th Street
Lubbock, TX 79401
806-765-9338

SUBJECTS: Adult Basic Education, Pre-GED, GED, Varied Subjects
GRADES: Adult
Superintendent: Ed Irons
Contact: H. E. Owen
Director

Individualization has helped give the Adult Learning Center the ability to attract and hold students. Enrollment is on a continuous basis and will vary from 800 to 900; the yearly total exceeds 2,500. The participants are served by a director, a materials specialist, five teachers, nine assistant teachers, and eight aides.

Courses range from beginning reading and writing to programs designed to prepare students for the General Educational Development (GED) test. Courses are based on behavioral objectives adapted to the needs and capabilities of individual students and used with the large variety of sophisticated equipment provided. Students work with instant reinforcement teaching machines, projectors, viewers, and listen-then-record equipment, study carrels, and programmed textbooks and workbooks.

Students receive individual counseling and testing so they may be placed at the proper level, with a prescriptive plan designed to let them progress at their maximum rate. Progress is charted at specific times during the year, the time varying with each individual. Informal conferences between students and teachers help each student to better understand and be aware of his or her own rate of progress.

Other features include minicourses, team teaching, small-group instruction, peer tutoring, contingency management, independent study, coordinated film and tape programs, and learning packets.

Federal, state, and local funds have contributed to this program.

NEW DEAL ELEMENTARY
New Deal ISD
P. O. Box 278
New Deal, TX 79350
806-746-6633

SUBJECT: Mathematics
GRADES: 2-5
Superintendent: F. L. Flood
Contact: Linda Marshall
Teacher

New Deal Elementary School is in its third year of individualized mathematics instruction in grades 2-5. The program, housed in a traditional building, is an adaptation of the Systems Approach to Individualized Instruction (SAII) mathematics program.

The program has served well in a small school setting. New Deal has approximately 40-60 children per grade. All teachers in second and fifth grades are teaching the program. Grades 3-4 are departmentalized with one teacher handling the mathematic program. The program is extremely flexible and equally effective between individual teaching and departmentalized teaching strategies.

Instruction consists of a hierachy of skills ranging from 1-200. With each skill is a pretest, a learning module, and a posttest. Ninety percent achievement on a posttest is indicative of mastery in that skill. A recall test is given every month to show if the student has retained the skill, and also to review that skill. A daily record and skill record is kept on each student.

Program evaluation occurs through pre and posttesting, recall testing, achievement scores, self-evaluation, and consultant evaluation through the Region XVII Education Service Center.

State and local funds support the program.

Region XVII Service Center assisted in the adoption of this program through the National Diffusion Network.

RESOURCE CENTER PROGRAM
Plains ISD
P. O. Box 555
Plains, TX 79355
806-456-8393

SUBJECTS: All
GRADES: 9-12
Superintendent: Roy Dodds
Contact: James Smith
Director

The Plains Resource Center was constructed as a separate building connecting the existing junior high and high school campuses. Its basic purpose is to join the junior high and high school libraries into one complex, provide traditional library services, and also provide media resources for grades K-12. The facility also serves as a central location for media and equipment.

The Resource Center is staffed by a director certified in administration, a fully certified librarian, and a full-time aide qualified in library skills as well as secretarial skills.

The Resource Center is beginning its third year as a center of individualized instruction for grades 9-12. The center has over 30 minicourses in which secondary students may enroll and obtain local credit. All courses are self-paced and individually guided, each student progressing at his or her own rate. The subjects are presented in a multimedia approach including audio tapes, filmstrips, film loops, slide and video tapes.

Most of the courses offered were developed locally by the faculty. In cases where commercial presentations were purchased, teachers then established general goals and overall behavioral objectives. A course is divided into lessons, each of which has objectives, procedures, and activities and an evaluation self-check or test.

After the student completes a course and passes a final examination, he or she obtains credit but no grades are given. Failure to complete the course does not result in a failing grade, simply no credit.

The minicourses are continuously evaluated by the students and staff for the purpose of revision and improvement. New courses are being added according to an assessment of the needs and interests of the students. This data is obtained by surveys made of all high school students.

State and local funds support the program.

Region XVIII

SAN ANDRES ELEMENTARY
Andrews ISD
405 NW 3rd
Andrews, TX 79714
915-523-3640

SUBJECTS: Learning Resources Center
GRADES: K-6
Superintendent: Bill Graves
Contact: Fred Nelson
Principal

The San Andres Elementary Learning Resources Center serves an elementary school of 472 children, grades K-6. As a place for children and teachers to come for instructional materials, it facilitates studying and class flexibility.

Housed in the center are some 10,000 library books, 1,200 filmstrips, and 250 kits on various subjects. Also included are recordings (records, video tapes, and cassette tapes), transparencies, models, study prints, and film loops. Other media to enrich the program include System 80, Hoffman, and Nystrom materials and machines. This variety of media, materials, and machines serves children whether they are involved in an instructional task or wish to get materials for enrichment.

The materials in the center are developed as a cooperative effort by the administration, faculty, and the learning center specialist. The function of the learning center is to locate, gather, and coordinate the school's learning materials.

All media is easily located through the use of a media catalog processed by computer, classified by the Dewey Decimal System, and available to all teachers.

The program is supported with state and local funds.

UNDERWOOD ELEMENTARY
Andrews ISD
S. W. 7th Street and Ave. B
Andrews, TX 79714
915-523-3640

SUBJECTS: Reading, Mathematics
Learning Resources Center
GRADES: 1-6
Superintendent: Bill Graves
Contact: J. Fred Piper
Principal

Carl Underwood, one of four elementary campuses in Andrews ISD, serves approximately 372 students in grades 1-6. Individualized instruction programs have been operating in both mathematics and reading since 1973.

The individualized program is located in a modified open-area building with a regular teacher faculty of 21, eight special-area teachers, and four aides. The learning resources center--a three-part facility composed of a primary area, an intermediate area, and the library--plays an integral part in both reading and mathematic instruction.

In reading, students cross grades in team settings utilizing the learning center as well as classrooms. Standardized tests, Gates MacGinitie, and a reading support system are used as diagnostic tools for arranging reading skill groups. Students work independently in small groups as well as individually with a variety of instructional media.

The mathematics program is self-paced and students participate in 11 study skill areas using cross grading and block time based on a placement pre-test. Students progress in this program at their own rate with their mathematical skills being recorded in a progress folder. Evaluation of student progress and the program's effectiveness is done periodically by posttest on specific strands, teacher observation, and annually by achievement tests.

The programs are supported by state and local funds.

DISTRICTWIDE PROGRAM
Ector County ISD
P. O. Box 3912
Odessa, TX 79760
915-332-9151

SUBJECTS: Individualized Gymnastics
GRADES: 1-12
Superintendent: William M. Holm
Contact: Harold Green
Coordinator of Physical Education

Fifty-four teachers, 10 aides, 60 volunteer parents, and approximately 15,200 students are involved in the individualized gymnastic program. Forty-five adults assist in the after school and Saturday intramural programs. Parents attend classes and inservice training sessions to learn how to teach skills and judge events.

This individualized gymnastic program teaches boys and girls three levels of compulsory routines starting with a basic Level I, Level II, and leading up to the state compulsory routines. Students are also allowed to design optional routines.

The regular physical education and after school gymnastic class lasts about six weeks and is for all students in the elementary level, all girl students, and selected male students at the junior high and high school levels.

Students may specialize or work on all equipment, bars, rings, vault, beams, uneven bars, mats, etc. Each six-weeks gymnastic session is concluded with a citywide meet to determine a city champion team and individual all-around gymnast.

Standardized and teacher-made skills tests based on the state compulsory routines and the International Gymnastic Federation Code of Points are used to evaluate individual student progress. At the elementary level, the skills and routines are scaled down in order to keep with the younger students' gross motor development. Parents, peers, aides, older students, and teachers evaluate students as they work in physical education classes, after-school, and in the Saturday classes.

The program is funded through state and local sources. Supplementary salaries are allocated for the physical education teachers, parents, and students who work in the intramural and Saturday programs. Also, PTA organizations buy equipment and support the program.

GOLIAD ELEMENTARY
Ector County ISD
P. O. Box 3912
Odessa, TX 79760
915-366-4571

SUBJECTS: Mathematics, Science
GRADES: K-6
Superintendent: William M. Holm
Contact: Bert Mann
Principal

Goliad Elementary is a traditional building designed for a self-contained classroom environment. In 1974, an individualized approach using team teaching and cross-grading was adopted. The school is composed of four teams of teachers crossing three grade levels in each team.

The 588 pupils are pretested in 11 areas of mathematics for original placement in the program. Students participate in 11 skills areas which are formulated weekly through team meetings. Students working on skill folders are assigned certain building areas, as are those doing tests. Other areas of the building are used for enrichment centers where basic concepts are reinforced. All children work on their own level and are self-paced.

The science program is a hands-on, self-paced program. The same approach is used in science as in mathematics.

Developing Mathematical Process (DMP), Individualized Mathematics System (IMS), and Imperial Science materials are used, as well as a multitude of teacher-made materials. These are augmented by audiovisual materials and kits from the district and the Region XVIII Education Service Center. An open-schedule library is a part of the unified effort of the staff.

State and local funds support the program.

GONZALES ELEMENTARY
Ector County ISD
P. O. Box 3912
Odessa, TX 79760
915-366-4131 or 366-8981

SUBJECT: Reading
GRADES: 3-6
Superintendent: William M. Holm
Contact: Nelson Allison
Principal

The Gonzales Elementary Reading program is for grades 3-6. There are 800 students in the school with approximately 460 enrolled in the program.

These students are given the individualized criterion-referenced test furnished by Educational Progress Corporation, and are grouped according to multiple objectives. The school is organized into teams with the third through sixth grades having four groups.

The reading program features team-teaching; grouping; the use of SRA reading materials; basal readers; Audio Reading Progress Laboratories, Clues, and Barnell-Loft materials; Wollensak listening tapes and worksheets; controlled readers; Scott-Foresman Flip-A-Trans; workbooks; and teacher-made materials.

With this variety, students are able to choose the materials to use for learning each objective. If the pupil has difficulty in mastering an objective, the teacher has a variety of materials to use in teaching or reinforcing an objective.

Detailed records are kept on each student's identified learning needs and progress. Each student works at his or her own level and speed.

The students are evaluated as they finish each objective by tests provided with the different learning materials and by teacher-made tests. At the end of the year all students are given the Metropolitan Achievement Test.

The program is supported by state and local funds.

IRELAND ELEMENTARY
Ector County ISD
P. O. Box 3912
Odessa, TX 79760
915-366-9911

SUBJECTS AND GRADES: Language Arts K-2; Mathematics, Social Studies 3-4; All Subjects 5-6
Superintendent: William M. Holm
Contact: Chalmas Wynne
Principal

John Ireland Elementary has been involved in individualized instruction for five years. Remodeled in 1976 following a fire, it has a learning resources center running the width of the building with several rooms opening onto the center. The building has a number of self-contained classrooms and two double classrooms.

The three learning communities have a total of 525 students. Each unit consists of a teacher leader, several classroom teachers, and, at times, student teachers and student participating aides. Auxiliary personnel such as music, physical education, and library staff cooperate with units in allotting time for differentiated groupings. Large blocks of time are scheduled for unit operations so instructional hours produce maximum efficiency and students have ample time to meet their learning objectives.

Instruction is based on objectives and includes materials to accommodate a variety of learning modes. Multilevel self-correcting kits, audiovisual materials and equipment, multi-adopted textbooks, and teacher-made materials are used in all units.

Grouping is based on assessment, and the students are placed according to learning styles, interests, and motivational levels. Groups are periodically reassessed and changed when necessary to meet the objective of the student.

The school program is evaluated formally several times a year by self-evaluation questionnaires, standardized testing, consultant evaluation, and a school district committee of individualized schools. The units evaluate daily and use such methods as student-teacher conferences, teacher-made tests, standardized tests, diagnostic tests, and pre and posttests over objectives.

State and local funds support the programs.

ELBOW ELEMENTARY
Forsan ISD
Garden City Rt. Box 124
Big Spring, TX 79720
915-398-5444

SUBJECT: Language Arts
GRADES: K-5
Superintendent: J. F. Poynor
Contact: W. R. Cregar
Principal

Elbow Elementary has completed its second year of individualized instruction of language arts utilizing the Hawaii English Program (HEP).

The program is a total instructional system that provides learner goals, a management system, and instructional materials and equipment for implementation. It consists of three parts: language skills (reading, writing, spelling, typing, listening, speaking), literature, and language systems.

The language skills are a nongraded, largely nontext, multimedia, self-instructional or peer-taught unit of materials to help the student toward progressively greater control of language performance.

The school district has 187 students K-5. There are three sessions of HEP offered--two of K-3, and one of 4-5. Eleven teachers, a principal, one aide, and adult volunteers are utilized.

The structure of goals and the record-keeping procedures allow the teacher to maintain accountability while creating a learning environment that has sufficient freedom of choice for the learner to develop responsible self-direction.

Program evaluation occurs within the curriculum itself. HEP has approximately 180 learner goals applied to 700 program elements. The program contains an on-going, curriculum-embedded evaluation procedure based on the monitoring of learner progress toward completion of instructional goals. For this reason, standardized tests play a secondary role in evaluation. For instance, the final goal of the reading program is that 95 percent of the students in the program will be able to read books of sixth grade or higher readability by the end of grade 6.

Two classrooms and a hall opening into one big room are used to accommodate each session of approximately 60 students. Equipment used includes typewriters, audiocard machines, tape players, a record player, and film loops.

State and local funds support the program.

Region XVIII Service Center assisted in the adoption of this program through the National Diffusion Network.

FORSAN HIGH SCHOOL
Forsan ISD
Drawer A
Forsan, TX 79733
915-457-2226

SUBJECTS: Occupational Orientation
(Industrial Arts)
GRADES: 9-12
Superintendent: J. F. Poynor
Contact: Mark Reeh
Instructor

Forsan High School is in its third year of Industrial Arts Occupational Orientation as a self-contained individualized instruction program. The open-classroom concept is used, and the programs housed in a new portion of the high school facility.

Of the 140 students in the high school, 95-100 are enrolled in occupational orientation industrial arts courses. The program is being taught by one instructor. Class load varies from 15 to 35 per class, and the course can be as flexible as needed to accommodate size changes.

The concept of the program is to allow students more responsibility in research, power-tool checkout, and use (under the guidance of the instructor). After being checked out on the machines, the student devises a plan including materials to be used and tools needed to build the project. After the project is built, the student fills out and evaluates his or her own performance. When self-evaluation is complete, the student's project is evaluated by the instructor to give the student additional feedback.

The student manages a notebook containing basic information about the course and plan sheets, evaluation sheets, and daily time evaluation sheets. The evaluation sheets are used to record daily activities and progress on projects, research, etc.

Before this individual instruction program was implemented, a traditional industrial arts curriculum was taught with exceptionally low class enrollment. Since the individual instruction course was implemented, enrollment has increased and student interest and attitudes have improved.

The program is supported through state and local sources.

ANDERSON ELEMENTARY
Ft. Davis ISD
P. O. Box 1339
Ft. Davis, TX 79734
915-426-3271

SUBJECTS AND GRADES: Reading K-5
Mathematics 3-5
Superintendent: Jerry Cook
Contact: Barbara Dirks
Principal

Individualized reading at Anderson Elementary involves grades K-5 with one teacher in each grade, occasional use of one aide, and volunteer adults twice a week. Approximately 115 students are enrolled, and all are involved in the reading program.

Starting with perception skills, each child is taken through word-analysis skills, comprehension skills, and study skills as mastery is shown at the preceding level of instruction. If a child does not show gains with one system, another system or method of instruction is used.

Remediation is given as soon as it becomes evident that it is needed. The program is consecutive from one grade to another so a child who has not mastered all skills at one level of instruction can go on with the same program in the next grade. In kindergarten, first, and second grades, emphasis is placed on phonetic and decoding skills. When decoding mastery is shown, diagnostic testing pinpoints specific reading objectives which need work. Contracting is then used on a prescriptive basis to gain understanding and mastery of those needed objectives.

Criterion-referenced testing is used once a year to pinpoint areas needing emphasis, and to show continuing student growth in the program.

Individualized mathematics instruction at Anderson School utilizes the Ginn system. Students are pretested to show their level of instruction for all levels of mathematics function. Pre and posttesting is utilized in the system, and criterion-referenced testing is done once a year to measure student growth and areas of instruction which need improvement. All mathematics manipulatives are centrally located in the school and filed for easy use.

Occasional grouping is used, but essentially the programs are highly individual. Students are actively involved in both programs.

Both are funded through local and state sources.

ALAMO ELEMENTARY
Ft. Stockton ISD
Marathon Hwy. at Sherer St.
Ft. Stockton, TX 79735
915-336-3286

SUBJECTS: Reading, Mathematics
GRADES: 4-5
Superintendent: Jon Ryan
Contact: James Jordan
Principal

Alamo Elementary is located in south Fort Stockton. The individualized reading and mathematics program is based on a skills laboratory which each child visits three times per week. The lab is located in a large, open-space room on the Alamo School campus.

Approximately 500 fourth and fifth-grade students are served in the skills laboratory, which is staffed by four reading teachers, two mathematics teachers, and an instructional aide.

The laboratory uses the Individualized Criterion Referenced Testing (ICRT) management system. Each student is pre- and posttested to determine the skill level at which he or she should work.

The computerized testing process provides a printout which outlines the strengths and weaknesses of the student in a specific skill and determines the objective to be assigned. For each objective the student needs to review, or needs to learn, five correlations to basal and supplemental instructional materials are indicated.

The program is supported by state and local funds.

APACHE ELEMENTARY
Ft. Stockton ISD
208 W. 18th Street
Ft. Stockton, TX 79735
915-336-5231

SUBJECTS: Reading, Mathematics
GRADES: 2-3
Superintendent: Jon Ryan
Contact: David Shelton
Principal

Apache Elementary--a modern structure built with emphasis on the self-contained classroom--has 22 teachers and four aides. In grades 2-3, Individualized Criterion Referenced Testing (ICRT) is the management system utilized to ensure individual learner progress in reading and mathematics.

ICRT was selected as a result of Apache Elementary School's involvement with the Right-to-Read program, and the identified need for an appropriate management system for reading instruction.

Each student receives an individual computer print-out as a result of testing the first week of the school year. This print-out guides the student by indicating what objectives the student is able to do, needs to review, and needs to learn. For each objective the student needs to review, or needs to learn, five correlations to basal and supplemental instructional materials are indicated.

Retesting is done throughout the year as need is determined by the teacher, or when new students enter the program. The turn-around time on retesting is six days, and updated individualized reports are provided to indicate progress and serve as a personalized guide for instructional resources in reading and mathematics.

Computer capability cross-tabulates individual learner-objective accomplishment and indicates to the teacher possible grouping clusters based on objectives.

The system has resulted in observable improvement in student attitude and self-concept. The student assumes greater responsibility by identifying his or her educational needs and working for attainment of each objective. The student is constantly aware of the progress being made, and this has contributed to improved motivation.

The system requires that the teacher understand prescription, analysis, guidance, and counseling. Through inservice training, these skills have been developed and the second year with ICRT indicated continued success.

The program, supported primarily by state and local funds, includes an ESEA Title I reading teacher.

BUTZ ELEMENTARY
Ft. Stockton ISD
400 S. Young Street
Ft. Stockton, TX 79735
915-336-8591

SUBJECTS: Learning Centers,
Sensory Motor Skills
GRADES: K-1
Superintendent: Jon M. Ryan
Contact: I. L. Henslee
Principal

Butz Elementary is in its fifth year using learning centers and individualized sensory motor skills. These methods have proven particularly effective in giving five-year-olds a positive grasp of their social environment, self-esteem, readiness, and motivation for learning.

The 150 children are served by seven teachers, a survey motor skills teacher, and one aide. The children spend a part of each day in mathematics, science, woodworking, listening, puzzle, art, and library learning centers.

Learning in each center is managed by objectives which the child can and may accomplish at his or her own pace. Commercially prepared as well as teacher-made materials are used in the centers on the basis of the objectives, and are interchanged periodically to create and maintain high interest and motivation.

The sensory motor skills program consists of daily activities in body awareness, space and direction, lateral movement, basic body movement, eye-hand coordination, eye-foot coordination, manipulative skills, and rhythm. Materials and equipment for the program are sometimes made by junior or senior high shop classes.

Instructional personnel evaluate the learning objectives daily. A play-day is held at the end of school and culminates the parental involvement. Sensory motor skills acquired are demonstrated by the children. Ribbons are awarded at each grade level to the first, second, and third place classes at each sensory motor skills station.

State and local funds support the programs.

ALAMO ELEMENTARY
FT. STOCKTON MIDDLE SCHOOL
Ft. Stockton ISD
P. O. Box 1628
Ft. Stockton, TX 79735
915-336-8510

SUBJECTS: Gifted and Talented Program
GRADES: 4-8
Superintendent: Jon M. Ryan
Contact: Phillip Mitchell
Director of Instruction

The overall objectives of the Special Potential Abilities and Creative Education (SPACE) program are for students to learn the process of critical thinking, methods of creative problem-solving, goal setting, organization, and planning skills. SPACE students are encouraged to become producers of quality material rather than consumers of information.

Grade 4 emphasizes investigative skill development, methods, and resources. Grade 5 focuses on thinking skills--stressing logical, productive, and creative thinking. The sixth grade concentrates on the affective domain with self-awareness, human relations, and leadership development activities.

Grades 7-8 participate, during the first quarter, in an intensified thinking skills program as reinforecement and extension of skills learned in the fifth grade. Seventh-grade students then engage in activities to build skills in predicting and forecasting, both for themselves and the world at large.

Career education is emphasized, and students are encouraged to visit and spend time with community 'mentors' in the world of work. Eighth-grade students are involved in planning, organizing, executing, and evaluating projects based on their interests and service to the community.

The SPACE Program is housed in the morning on the Alamo Elementary campus (grades four and five) and in the afternoon on the middle school campus (grades six through eight). A maximum of 75 students are served by the program, approximately five percent of the students enrolled in grades 4-8. Identified SPACE students attend a special self-contained class one period per day and are instructed by a teacher and an aide.

The need for such a program was repeatedly noted in the self-study phase of the state accreditation planning process, as well as in Southern Association self-evaluation. In order to meet the instructional challenge posed by exceptional students, an educational process is established which will nurture and develop the sense of responsibility to self and society which is the basis for excellence of achievement in all fields. Supplemental assistance through ESEA Title IV, Part C, allows the district to offer a comprehensive, qualitatively differentiated program for gifted and talented students.

Program evaluation is continuous through student, parent, and teacher questionnaires, standardized ability and achievement measures, and consultant evaluation. The Torrance Test of Creative Thinking is used as pre- and post-test, and has documented student gains.

WEST ELEMENTARY
Midland ISD
2101 W. Missouri
Midland, TX 79701
915-682-4151

SUBJECTS: All
GRADES: K-1
Superintendent: James D. Mailey
Contact: JoAnn Riggs
Principal

The kindergarten and first grade at West Elementary is organized in a multi-age, team-teaching configuration implemented in 1973. Presently, there are four teachers and two instructional aides in the program.

The program uses directed learning experiences selected to meet the assessed need of the child and led by the teacher. Learning centers allow for choice based upon interest and need, and group experiences let all the children experience the same activity under the leadership of the teacher.

The morning activities involve reading, language arts, and perceptual motor activities. Children are grouped according to skills needed as determined by pre-assessment. The grouping provides for kindergarten and first grade pupils to participate in the same learning experience. Cross-grade tutoring is utilized with fifth-grade students assigned to various groups or individuals.

The learning centers are the major thrust of the afternoon. These are divided into four areas--art, mathematics, language, and perceptual motor. Free choice determines the center chosen with the exception of mathematics. Student go to mathematics groups according to pre-assessed need.

Individual folders are kept to track a student's activities and progress on a weekly basis. Themes are used throughout the school year capitalizing on major holidays and student interests. All subject areas are correlated revolving around the current theme.

The K-1 program is individualized on the concept of determining objectives, pretesting, prescription, and posttesting. The materials used to individualize are basal texts, supplementary materials commercially prepared, and an array of teacher-made games and teaching aids.

An assessment sheet is kept on each child. Tools for evaluation include the Dade County Criterion-Referenced Test, Boehm Masters Test, California Cariteria Reading test, and teacher-made tests.

State and local funds support the program.

LEE HIGH SCHOOL
Midland ISD
3500 Neely Street
Midland, TX 79701
915-694-2551

Superintendent: James Maile
Contact: Joe Smith
Principal

SUBJECT: Foreign Languages
GRADES: 9-12

Foreign languages at Lee High School have been individualized since 1972. Evidence of success can be seen in enrollments, results on standardized tests, and success of former students in higher courses. On the average, 20 percent of the students elect to study a foreign language.

The main objectives of the program are to (1) provide a program of continuous progress at the individual's own learning pace, and (2) involve the student in language appreciation activities.

Students will be seen learning individually, in small groups, in the language laboratory, and in large-group sessions. The principal instructional mode is the Learning Activity Packet (LAP). The student objectives, degree and condition for accomplishment, and learning activities are outlined in the packet.

A variety of materials is used for assisting students to reach the goals which they have developed with the teachers' help. Individual progress charts are used to record the pace at which the student is working. Pretesting and posttesting are integral parts of the plan.

Emphasis is on variety in activities among the language-learning areas of listening, speaking, reading, and writing. Culture is also included in studies. Speaking and listening are stressed during the formative stages of modern language learning. Later, stress is place on reading and writing.

SUBJECT: Biology
GRADES: 10-12

Three units are covered in individualized biology at Lee High School. These are planned so as to avoid a conflict with environmental factors. The animal contract is taught in the fall, the ecology contract in early spring, and the plant unit in late spring.

The animal contract, which is usually about four weeks long, is the shortest and is usually completed in less time for some students. This involves a student completing a series of activities which include lab experiences, learning stations (a series of student involvements), library materials, and some teacher-directed activities. Upon completion, a student should be aware of the diversity of animals, their methods of completing their life processes, and the characteristics of each.

- more -

The Ecology unit is one through which the students become aware of the environment and its intricate balances. Films, filmstrips, tapes, learning stations, library material, and a variety of other material enable the student to recognize the different types of biomes, the community, some factors which might affect these, and information concerning the study of ecology.

The Plant unit is the most extensive unit. A student will become familiar with many aspects of the plant kingdom: taxonomy, physiology, morphology, and an awareness of the kingdom.

All of the above units are individualized to the point that a student makes his or her own decisions to complete those which are considered to be basic and those activities which he or she might elect to complete.

As these programs are scheduled at different times of the year, a person who wishes to observe one should arrange a time when it is being studied.

SUBJECT: Media Study
GRADES: 11-12

The media study classes at Lee High School began as English language arts teachers experimented with visual literacy units in minicourses. Upon adoption of a nongraded English elective program in 1973, media study, among 25 other courses, was offered to juniors and seniors as a 12-week class. The class reinforces and maintains reading and writing skills with an emphasis on the oral and visual composition skills.

Upon enrollment, few of the students are familiar with visual analysis or production. Films are produced by student groups of no more than three with school-provided equipment. Students prepare their films at their own pace, making individual choices concerning the focus of study from a variety of materials commensurate to their abilities and interests. Super 8 equipment with cassette sound tracks are used. Films from this class have won amateur film contests in Texas, Tennessee, New York, and Michigan in both animation and live action scenarios.

The film study program at Lee High has received much assistance from the West Texas Education Service Center, Region 18. The Center has provided student workshops, film festivals, and advice and support to the teachers. Copies of the original curriculum guides are available from the Center.

The programs are supported by state and local funds.

TATOM ELEMENTARY
Monahans-Wickett-Pyote ISD
1600 S. Calvin Street
Monahans, TX 79756
915-943-2769

SUBJECTS: All
GRADES: 5
Superintendent: Lathan Walker
Contact: John Ratcliff
Principal

The individualized program at Tatom Elementary is conducted by two fifth grade teachers who work in a double classroom with 50 students. The program is in its seventh year.

To meet significant differences in the ways and rates that students learn, and to provide individualized study which builds a positive self-concept, a classroom management system was developed to provide a program in which each student can learn at his or her own pace and develop those responsibilities necessary for the independent learner. The major goals of the program are to achieve greater independence for the student, to improve study habits and self-motivation, and to give the students an opportunity to acquire an academic background commensurate with ability.

Two major strengths of the program lie in the fact that it has proven to be an effective means to individualize instruction without a large investment of money, and that it can be done effectively by a single teacher as well as a team. The program is based primarily on teacher-made materials and state adopted texts and supplementary materials.

Teacher-made units, designed to meet instructional goals, provide the student an opportunity to plan and write his or her own daily schedule. The teaching-learning sequence includes a learning objective, a pretest, teacher instruction, pupil-directed activities, posttest, and evaluation. Instruction and practice may be by tape at listening centers, small or large-group instruction, one-to-one instruction, or independent work in task areas.

The teachers pay close attention to the total program, especially to the diligence each student shows in regard to self-control, sticking to the task, and quality of work completed.

State and local funds support the program.

Region XIX

LORETTO ELEMENTARY
Nonpublic
4625 Clifton
El Paso, TX 79903
915-565-2765

SUBJECTS: All
GRADES: K-5
Superintendent: Sister Clarissa Tenbrink
Contact: Sister Mary Emrich
Principal

Loretto Elementary is housed in a traditional building with 10 classrooms and a library for approximately 230 children in the first through the fifth year. Kindergarten children are housed elsewhere on the campus.

The school is non-graded and uses the Metropolitan Readiness Test for first year entrance, the Analysis of Learning Potential for entrance for second through fifth years, the Frostig in the second month of kindergarten, and the California Test of Basic Skills for years one through five in elementary.

Placement in skills is done according to the needs of the child. Reporting is through trimester conferences three times a year, with progress reports every six weeks. Reporting is on the quality and quantity of objectives mastered, rather than by use of letter grades.

Teaching teams frequently review the progress of each learner and when necessary confer with parents. Aides and volunteers are used to support the staff, and there are provisions for planning time and teaming on all levels skill sequencing and opportunities for recycling, varied teaching strategies, parental support, peer tutoring, varied and accessible resources and personnel. Special teachers and volunteers are available for a Kephart program of visual, motor, and small-muscle coordination for the primary levels.

Teachers use learning packets, minimodules, contracts, learning stations, and teacher-made materials and games. The general goal is to have the child succeed on a level that is not frustrating to the individual.

Region XX

AUSTIN ELEMENTARY
SAN LUIS ELEMENTARY
Eagle Pass ISD
P. O. Box 1409
Eagle Pass, TX 78852
512-773-5181

SUBJECT: Diagnostic Reading
GRADES: 1-6
Superintendent: Gonzalo Garza
Contact: Jose De Luna, Federal Programs Director

Using a communications model developed at the University of Texas at Austin and adapted in Spanish, San Luis and Austin Schools have implemented an individualized diagnostic reading program with Mexican American students from economically disadvantaged backgrounds.

At San Luis School, some 830 students are involved with staff including 29 classroom teachers and two ESEA Title I reading teachers. At Austin School, some 800 students are involved with a staff of 24 classroom teachers and two ESEA Title I reading teachers.

The model includes placement using an informal reading inventory, continuous diagnosis of reading and writing problems, direct teaching of skills, keying students to appropriate materials based on objectives, and a pupil management system of student contracts. The reading block is one and one-half hours in length, and in most cases teachers schedule reading in the morning.

First graders who speak Spanish as their home language and read only in Spanish attend an English-as-a-second language (ESL) block for English development. Second and third graders are introduced to English reading via an ESL series and are then transferred into the English model using the same principles while Spanish reading is continued. The model in English is also available in monolingual English classes and resource classes.

Evaluation data on the program are available for examination. Evaluation inside the classroom is daily and continuous. The model is particularly effective with migrant children because they can be placed immediately and blend into instruction wherever their reading level happens to be.

Emergency School Assistance Act funds have provided the training which has been the key to implementation. Titles I and VII, ESEA, have also contributed to support of the program.

HARMONY ELEMENTARY
East Central ISD
Rt. 12 Box 349
San Antonio, TX 78221
512-633-0231

SUBJECTS: Kindergarten, Mathematics
GRADES: K-5
Superintendent: Pat L. Holmes
Contact: Linda O'Neal
Principal

Harmony Elementary, with approximately 500 students, is organized in five learning communities using team teaching and a diagnostic-direct approach. Teacher participation in the decision-making process is encouraged by the use of team leaders who confer with the principal in weekly program improvement committee meetings.

The program has state, local, and Title VII, ESEA, funding. Bilingual education is offered K-4 under the leadership of a Title VII bilingual director and staff development coordinator.

The all-day kindergarten program is based on the Dale Avenue curriculum and funded through an ESEA Title IV-C grant. Three teachers, one full-time aide, and one part-time aide serve 65-70 students housed in a new, open-space facility. One teacher and one aide from this team serve the bilignual students.

Students are individually tested in the 10 Dale Avenue areas (listening, naming, observing, speaking, writing, perceptual motor, encoding/decoding, mathematics, classification, seriation) during the initial district inservice days, and the results are entered on grouping charts. From these, the student learning programs are planned.

One outgrowth of the program has been the planning and building of a creative play structure from recycled materials which helps students develop perceptual motor skills.

Program evaluation is accomplished through self-evaluation, teacher-on-teacher evaluation, video taping, criterion-referenced testing, reading-readiness tests, student-mastery tests, and consultant evaluation.

The individualized mathematic program is a product of seven years' effort and revision. The mathematics continuum currently being used is a result of the work of a representative teacher group and two consultants from the University of Texas at San Antonio. The group indentified skills, developed the continuum, correlated the skills to textbooks, and organized materials in teacher handbooks. Fourteen classroom teachers and 420 students are involved in the program. There are two other elementray schools, two middle schools, and one high school involved inthe project.

Evaluation of students occurs through standardized tests, criterion-referenced tests (fifth grade only), and placement tests (level 1 through 5).

Region XX Service Center assisted in the adoption of this program through the National Diffusion Network.

WALZEM ELEMENTARY
North East ISD
4618 Walzem Road
San Antonio, TX 78218
512-655-3401

SUBJECT: Mathematics
GRADES: 1-5
Superintendent: Ed L. West
Contact: Roger E. Lawrence
Principal

Walzem Elementary School, one of 24 elementary schools in the district, has a traditional floor plan modified to serve semi-open and open areas of instruction.

Twenty-six regular and special education teachers plus eight aides comprise the teaching staff for the 457 students involved in the program. The staff meets regularly to discuss the program in general. A special mathematics committee meets every two to three weeks for coordination and regrouping sessions.

The mathematics leveling program consists of six components, one for each phase of the program. These components make up the continuum which contains the mathematics concepts placed in sequential order. A survey instrument is included to pre-test students and place them at their level on the continuum.

Children are grouped for instruction according to their diagnosed learning needs and progress to other levels as concepts are mastered. In addition to the regular components, the program contains non-sequential mathematic materials which may be taught in any order during the school year. An enrichment strand is also available for students who are able to master advanced mathematic concepts.

There is a systematic plan, consisting of pre- and posttest, for continuous evaluation of each pupil's progress and achievement. Individual mathematic progress profile charts are kept on each child. These sheets become part of the child's cumulative folder, and are used in reporting to the parents.

All grades participate in cross-grade leveling. Various grouping patterns are used according to the individual needs of the student.

A variety of commercial and teacher-made materials are used to implement the mathematics program. Various written and audiovisual materials are available from a central school file, the school district, and Region XX Service Center resources.

The program is supported by state and local funds.

POTH ELEMENTARY
Poth ISD
P. O. Box 248
Poth, TX 78147
512-484-3321

SUBJECT: Reading
GRADES: 1-5
Superintendent: Eldon Edge
Contact: C. G. Vetter
Principal

Poth Elementary offers an individualized reading program for all 250 students in grades 1-5. Two teachers and two aides operate the program.

All pupils are ability grouped for one hour of reading instruction each day. A variety of materials are used including Economy, Houghton-Mifflin, and Scott-Foresman basal readers. Management systems such as Random House, Wisconsin, and Pegasus are also utilized in the individualized program.

A collection of kits, workbooks, and audiovisual materials are housed in the library/learning resources center for use in supplementing reading instruction in the classroom. Many of the materials are available for teacher check-out to the classroom.

The program is keyed to three essential areas--administration and organization, curriculum, and instruction--to take care of individual student needs. Each student receives two days per week direct instruction in a basal reading program, two days of individualized work in the reading laboratory, and one day of free reading activity. High school students assist as reading tutors.

Stanford Achievement Tests are used to evaluate individual student performance and the program effectiveness.

ESEA Title I, state, and local funds support the program.

ST. GERARD ELEMENTARY
Nonpublic
1523 Iowa
San Antonio, TX 78203
512-533-9541

SUBJECTS: Mathematics, Reading
GRADES: K-8
Superintendent: Brother Edwin Goerdt
Contact: Sister Johnette Marie
Principal

In 1973, St. Gerard School adopted the Individually Guided Education (IGE) process. Primary levels K-3 and upper levels seven and eight students are located in a traditional three-story brick building. Across the street, intermediate level four and six students are housed in two portables. The portables have been modified to some extent to provide greater flexibility in space and grouping.

The enrollment is approximately 350 students with a staff of 11 regular classroom teachers; a floating teacher who works with small groups in mathematics, reading, and language arts; a reading specialist; a reading instructional aide; and a full-time librarian.

Seventh and eighth-level students serve as student tutors for primary children, while peer tutoring is used extensively for intermediate students. Primary and intermediate units are grouped across ages which provides greater flexibility in scheduling and grouping. Students express their learning experiences in terms of objectives. Learning activities may be student planned or teacher directed or a combination of both. Students are encouraged to make choices and to take responsibility for their own learning.

A new faculty-developed mathematics continuum has been implemented, setting common goals and continuous progress for mathematics students. Pretests determine the student's place on the continuum. Posttests help students evaluate their progress.

ST. MARTIN HALL
Nonpublic
411 S. W. 24th Street
San Antonio, TX 78285
512-434-6711

SUBJECTS: Language Arts, Tutoring
GRADES: K-8
Superintendent: Brother Edwin Goerdt
Contact: Sister Ramona Bezner
Principal

St. Martin Hall is a private school located on the campus of Our Lady of the Lake University. The school has an enrollment of approximately 300 students, with 10 classroom teachers, two aides, a librarian, a part-time music teacher and two part-time physical education teachers. Several University students in work study programs serve as clerical aides and/or teacher assistants.

Following the Individually Guided Education pattern, St. Martin Hall is organized around independent units: one unit for four and five-year-olds; another for the six, seven and eight-year-olds; one for the nine and 10-year-olds; and the upper unit for the 11, 12, 13 and 14-year-olds. A unit leader, working with a team of teachers, plans the instructional program for each unit.

The curriculum at all levels stresses the basic skills of language arts. A continuum has been developed by the faculty for the area.

Language arts units work with contracts, kits, teacher-made materials, and audiovisual materials as well as the textbook. The greatest amount of individualization takes place in the language arts program.

Eighth grade students can take tutoring as an elective course. A number of both older and younger students have chosen to participate.

Evaluation goes on through teacher observation, teacher-made tests, the achievement of behavioral objectives, and the use of standardized tests.

The faculty is committed to striving to develop in each student self-direction and independence in learning.

REGION IV EDUCATION SERVICE CENTER, HOUSTON

Materials for the Bilingual Classroom - Games, bulletin boards, and individualized instruction materials with emphasis in Spanish are available. Participants develop materials for classroom use. This program takes from one-half to one day to complete, and there can be from 5 to 30 participants. The cost of this program varies.

Computer Assisted Instruction (Math/Reading/Language) Teacher Workshop - Designed for math, reading, and/or language arts teachers who have students working with Region IV's computer assisted instruction programs. The workshop can be tailored to meet the individual needs of teachers involved. The basic purpose of the session is to provide teachers with an opportunity to gain skills in using the resources provided by the program. Attention is given to: (1) strategies for making use of the students' daily printouts; (2) use of the computer-generated reports for flexible skill grouping; (3) correlation of the supplementary instruction in the lab with the work that is done in the classroom; and (4) simulations that provide practice in using the teacher manuals. This program takes from one to four hours to complete, and there can be from 5 to 30 participants. The cost of this program varies.

Computer Assisted Instruction Technical Workshop - This workshop is designed to facilitate the sharing of ideas about CAI lab operation by the teachers and/or aides who are using Region IV's CAI programs. Some of the areas addressed include: tips on motivating students, ideas for scheduling and record keeping, strategies for improving public relations, procedures for reporting student progress, and hints for performing technical procedures. This program takes from two to six hours to complete, and there can be a various number of participants. The cost of this program also varies.

Survey of Individualized Mathematics Programs - A workshop where numerous individualized mathematics programs are reviewed and made available for inspection. This program takes from two to three hours, and there can be from 25 to 100 participants. The cost of this program varies.

Techniques for Developing Your Own Individualized Mathematics Program - A workshop in which various strategies for individualizing in the classroom are reviewed. This program takes one hour to complete. The cost varies.

Individualized Folder Activities - A collection of folder activities are presented covering reading, math, social studies, bilingual, and library skills. Techniques for durable construction will be given and time will be provided to create folders for the classroom. The program takes from four to six hours to complete, and there can be up to 30 participants. The cost varies.

Technology for Individualized Instruction - A workshop combining the concepts of individualized instruction and the equipment which complements it. Participants progress through a simulated individualized unit experiencing content and technology, working together to achieve a set of prescribed objectives. This program takes one-half day to complete and can have up to 30 participants. Costs vary.

Individualized Instruction Workshop - An all-day, 5-to-14 days, intensive immersion in the process strategies of individualizing instruction. In the workshop, teachers develop communications and teaming skills, design a learning program tailored to the specific needs of their students, and involve their students in the inservice program. There can be from 25 to 30 participants, and the costs vary.

Individually Guided Education Clinicals - IGE clinical workshops for all grade levels are provided by the facilitators at Region IV. The clinical is a 10-day intensive immersion in the process strategies of individualizing instruction. During the workshop, the 25-30 participants work with students in designing a learning program tailored to meet the needs of those students. The cost involves teacher release time and implementation and media materials.

Individualizing Instruction - This presentation addresses the strategies for individualizing instruction: learning centers, auto-tutorial packages (ATP), Computer Assisted Instruction (CAI), individual learning packets (ILP), contracting, etc., and indicates the Region IV resources available to staff for in-depth development and implementation. This program requires one and one-half hours to complete and can accommodate 30 participants. The cost varies.

REGION V EDUCATION SERVICE CENTER, BEAUMONT

Region V offers an individualized management instructional system that is wedded to a contemporary language arts curriculum that includes reading. The system for individualizing instruction is based on the premise that there is no substitute for teacher creativity. In order to make the system operational and effective, a teacher is responsible for building it to the specifications of each educational setting. Manuals are available that provide a workable plan. The publication Objective Skills Continuum in Reading - Reading Instruction Individualized is used and offers instructional objectives in sequences designed to give form and structure to the reading curriculum. The sequences are organized with reference to four major strands and 52 substrands. The interrelatedness of these objectives is demonstrated by the structural model which appears in the publication.

REGION X EDUCATION SERVICE CENTER, RICHARDSON

Individualized Instruction Project - This project focuses on helping school personnel develop classroom environments reflective of the uniqueness of each student. By training teachers and administrators to use a systematic instructional design as a process vehicle, the project staff provides help to move school programs in mathematics and reading along a continuum from very little individualization to a point where schools are ready to use a computer managed instruction program. Both cognitive and affective objectives must be established and sequenced; a variety of materials and strategies must be utilized; feedback on objectives must be mastered; and student progress and learning activity factors must be recorded. Staff development is conducted primarily through the Teacher Training Center, a five-day seminar which models individualized instruction while school personnel work toward mastering the thirteen objectives provided. Learning styles, learning rates, and personal factors are considered by the project staff when planning and implementing the training center, and all elements of the instructional design are utilized; therefore, teachers come away from the seminar having experienced the effects of individualizing. In addition to the training center, frequent on-site consultations are conducted to support school staff as they implement various phases of the instructional design. During the next project year, a resource exchange system will be established in order to provide participating schools with an opportunity to share

human and material resources, thus capitalizing on what is available in the schools of Region X. Finally, a training program for teacher trainers will be conducted so that other schools not directly involved in the project can easily replicate the process used in the Individualized Instruction Project. Additional information is available from Margaret Faber, Consultant, Instructional Services Department, Region X ESC, 400 E. Spring Valley Road, Richardson, TX 75080, or by calling 214-231-6301.

Alternative Schooling in Secondary Education - This program assists secondary schools to plan and implement alternative instructional programs for students not effectively served by the mainstream curriculum--the gifted, the slow learner, the severely alienated, etc. Since alternative school programs must be individualized to the unique cognitive and affective needs of students, a variety of services are available to interested secondary schools. These include access to an extensive collection of program descriptions and reading materials, consultative assistance, and teacher inservice programs. Availability of services is on a first come, first served basis to secondary schools indicating a commitment to instructional improvement. Services are provided free of charge. Additional information may be obtained from Barbara Ring at Region X.

REGION XVIII EDUCATION SERVICE CENTER, MIDLAND-ODESSA

Individually Guided Education Workshops - Clue-In: This session gives participants an overall look at IGE. For schools deciding to adopt the IGE Management System, the Clue-In is followed by an overview session for administrators and teachers. IGE is a school management system using team-teaching, cross-grading or non-grading, and multi-units as a method to achieve individualized instruction and to offer alternatives to the self-contained classroom concept. IGE Overview: The IGE Overview is designed to give an in-depth look at IGE. This session usually follows the Clue-In conference. IGE Clinical: This workshop is designed to help implement IGE into a school. It should be either for unit leaders and principals or for all teachers in a school.

Individualizing Instruction Through Media - A variety of media is explored regarding the individualization of instruction. Participants investigate the multimedia classroom, the learning center, and the resource center as they contribute to the individualization of instruction. All materials are provided, including handouts and cassette tape recordings.

Instructional Materials in Educational Planning - The consultant presents various kits and pieces of instructional material which could be helpful in the amelioration of various learning disabilities. Group participation is encouraged in explaining materials which have been successful in working with handicapped children.

Motivating with Simulation Games - Teachers explore the potential of simulation games for introducing, motivating, and concluding units of study in the classroom. A sample game is played to introduce the concept of simulation and provide a model for later use with students. A list of games available in several subject areas and a 10-step procedure for writing simulation games with students is provided.

REGION XX EDUCATION SERVICE CENTER, SAN ANTONIO

Professional Development Center - The PDC serves professional staff from public and nonpublic schools throughout the region and specializes in workshops and inservice training to help teachers and administrators to develop skills and techniques to individualize instruction. Three types of inservice workshops are available: (1) awareness sessions, a general overview of the philosophy and management of PDC; (2) mini-workshops for principals, an introduction to teacher activities used in the five-day training program for teachers; and (3) the five-day PDC training cycle, which models an individualized instruction program in the classroom and provides on-campus followup for participants.
Availability: Available to 120 selected teachers and their principals in Region XX.
Cost: No cost; substitute reimbursement provided.
Time Requirements: Principals, one three-day training session; teachers, one five-day training session and on-campus followup visits.

Special Education PDC - The Special Education PDC is specifically designed for teachers who work with eligible handicapped pupils within the regular classroom. The Center provides training and technical assistance in implementation of individualized instruction for handicapped and non-handicapped pupils, using the PDC model.
Availability: Available to 60 selected elementary teachers in Region XX.
Cost: No cost; substitute reimbursement provided.
Time Requirements: Teachers, two five-day training sessions.

Gifted and Talented PDC - An individualized instruction model designed to train teachers and administrators in the area of gifted and talented education is provided by this component. It involves four days of inservice education keyed to identification, characteristics, and problems of gifted and talented, as well as instructional procedures, strategies, programs, and differentiated curriculum for this group of students.
Availability: Available to 40 selected elementary teachers in Region XX.
Cost: No cost; substitute reimbursement provided.
Time Requirements: Teachers, four days of training.

Multicultural PDC - A plan for individualizing multicultural education through staff development, utilizing the PDC training process.
Availability: Available to 60 selected elementary teachers in Region XX.
Cost: No cost; substitute reimbursement provided.
Time Requirements: Teachers, one three-day training session and on-campus followup visits.

Living Science for Gifted and Talented - Inservice teacher training sessions for the use of Living Science materials in individualized instruction for gifted and talented students in grades 7-9 is available. Classroom materials utilized are provided through the Region XX Living Science Center, 1314 Hines Ave., a part of the Instructional Media Center.
Availability: Available to 200 selected teachers, grades 7-12, in Region XX.
Cost: No cost; substitute reimbursement provided.
Time Requirements: Middle school teachers, three days of training; high school teachers, two days of training.

Diagnostic Individualized Reading Management System (ORBIT) - This reading management system is designed to match reading skills and instruction to the individual needs of students. The project utilizes objectives from Project Pegasus, a nationally validated reading program. ORBIT has 17 reading levels which each student works toward at his or her own level. Each reading skill covered by these objectives is reinforced by state adopted basal and supplementary texts as well as filmstrips, tapes, games, and worksheets. ORBIT provides an efficient management system which permits teachers to meet the needs of each child.
Availability: Available to all public and nonpublic teachers in Region XX.
Cost: The first kit per campus is provided by Region XX; additional kits cost $50 each.
Time Requirements: Teachers, one three-hour training session and periodic classroom followup visits.

Diagnostic Individualized Mathematics Management System (CHAMP) - This math management program helps match instruction to the needs of individual students. Instruction kits and inservice training are available. The system covers a continuum of math skills from first through eighth grades and utilizes state-adopted texts and other reinforcement materials.
Availability: Available to all public and nonpublic teachers in Region XX.
Cost: The first kit per campus is provided by Region XX; additional kits cost $30 each.
Time Requirements: Teachers, one three-hour training session and periodic classroom followup visits.

Bibliography

Each of the following documents pertinent to individualized instruction is available in microfiche unless otherwise noted. Persons interested in reading the entire documents should locate the nearest ERIC collection (most colleges and universities have them) or check with the CITE contact person at their regional education service center.

CLASSROOM ARRANGEMENT

ED140249
"DOGS--Designs for Organizing Gobs of Students," by Susan J. Smith, May 1977. Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977).
Before they attempt to organize their classrooms to meet varying student needs, secondary teachers should establish a comprehensive framework for their instructional program, based on a diagnostic plan and on an instructional plan. Many different organizational strategies have been found successful by secondary teachers, both for teaching reading and for teaching in the content areas.

ED133974
"Fun and Games with Reading, Mathematics, Language. Brainstorming: New Concepts of Learning Centers," Florida Learning Resources System/SPRINGS Associate Center, Ocala, June 1977.
Presented are guidelines for using learning centers to implement individualized instruction with elementary grade educable mentally retarded students. After an introduction, sections focus on the following topics: goals, objectives, the meaning of learning centers, operation of learning centers, classroom design, and starting the day.

ED125945
"Social Studies in the Open Classroom: A Practical Guide," by Evelyn Berger and Bonnie Winters, 1973, 105 pages. Document not available in microfiche; it can be ordered from Teacher's College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($3.95 paperback).
This booklet offers practical suggestions for implementing and planning social studies programs in the open classroom. Emphasis is on helping students become active and involved learners in an environment in which the concept of education is viewed as a social experience.

ED120123
"Learning Centers in the Classroom," edited by Jimmy E. Nations, National Education Association, 1976, 51 pages.
This report presents seven detailed descriptions of models for elementary-level classroom learning centers. It presents lists of materials, suggestions for the placement of equipment, study plans, and evaluation guides for learning centers in a variety of subject areas.

ED100894
"Multiple Choice: A Handbook for Informalizing the Classroom," by Esther Kattef and Jane Manzelli, New England School Development Council, Newton, MA, August 1974, 73 pages.
This manual suggests ways to "informalize" and individualize the classroom through a transitional approach. It is organized by subject matter and in the order in which the classrooms may be changed from traditional to individualized. Trust is the basic premise on which the informalized classroom operates, and an effort is made to show how to develop a trust relationship between the teacher and students, and among the students themselves.

ED094236
"Learning Center Ideas in Action. A How-to Handbook for Starting an Individualized Adult Learning Center," Revised Edition 1973, Los Angeles City Schools Division of Career and Continuing Education, 1973, 119 pages.
This handbook provides guidelines for administrators and teachers for establishing classes that emphasize individualized programed learning. The suggestions are primarily for use in community adult school classrooms of standard size.

ED054056
"Invitation to Learning: The Learning Center handbook," Ralph Claude Voight, 1971, 155 pages. Document not available in microfiche; it can be ordered from Acropolis Books, Ltd., 2400 17th Street, N.W., Washington, D.C. 20009 ($4.95).
This book is intended as a guide for teachers who want a practical aid to individualization of learning. Its primary focus is on the specific steps needed to implement learning centers. This includes planning, scheduling, teacher-student relationships, student evaluation, and finding and using materials.

ED077578
"A Differentiated Staffing Model and Statement of Philosophy for Spacially Open Elementary and Junior High Schools," Rosemount Independent School District, MN, December 1972, 31 pages.
The philosophy and differentiated staffing model governing the instructional program within three spacially open schools are discussed. Spacially open schools are committed to achievement of curricular goals in the standard curriculum content areas, including reading, language arts, mathematics, natural science, and social studies. Each school is committed to an instructional environment that is intended to provide more pleasant, satisfying, humanized experiences for all youngsters during instruction.

TEACHING STRATEGIES

ED146456
"Vocational Education: A New Dimension for the Gifted and the Talented Students. A Vocational Teacher's Resource Guide," Thomas Stone and others, South Dakota University (Vermillion) Educational Research and Service Center, 1976.
Focus in this resource guide for secondary and postsecondary vocational teachers is on individualizing programs and courses to provide for the unique interests and activities of gifted and talented students. An overview is presented of the status of vocational education and how it can enhance the occupational development of gifted youth. This is followed by discussion of learning characteristics of gifted children and their identification, placement, and programming.

ED143002
"Structured Optionality: Individualization Without a Nervous Breakdown," Jeanine Rounds, March 1977, 1 page.
For the past several years, the secondary-level literature section of the Hawaii English Project has been working towards an approach to classroom management and materials selection that will allow both structure and individualization. This paper provides guidelines for instituting a system in which the class works in groups of three to five students, each group choosing from a selection of separate thematic units. Within each unit, students choose additional reading and tasks and also work at their own paces. Considerations for program development and material selection, for classroom management, and for teacher training and role definition are outlined.

ED137996
"Special Techniques for Teaching the Severely Profoundly Retarded," Ann Ronayne and others, Allegheny Intermediate Unit, Pittsburgh, PA, 1976, 357 pages. Intended for teachers of severely and profoundly retarded children, the text presents guidelines for designing individualized programs for these children and specific teaching techniques which the authors have found successful with children having a mental age of from 0 to 36 months.

ED136618
"Teacher-Training In-Service Packet: Individualized Bilingual/ESL Instruction," Tom Bauder, Lancaster County School Board, PA, 1974, 23 pages.
This booklet is designed to help give inservice training on the topic of individualizing bilingual and ESL instruction. It is hoped that the packet will minimize the preparation time needed and will allow inservice trainers to benefit from the experience of other staff members.

ED126064
"Becoming Physically Educated in the Elementary School," 2nd edition, Charles Corbin, 1976, 305 pages. Document not available in microfiche; order from Lea and Febiger, 600 S. Washington Square, Philadelphia, PA 19106 (no price quoted).
Information is presented to aid the preprofessional and the professional physical educator, or any person who expects to plan and conduct physical education experiences, in activities that best meet the needs of the elementary school learner. Because the basic purpose of the physical education program is to help children become physically educated, the emphasis in this text is on the child.

ED125088
"Organizing for Individualized Instruction," Don R. Roberson, 1975, 23 pages. Document not available in microfiche; order from Educational Systems Associates, Inc., 3445 Executive Center Drive, Suite 205, Austin, TX 78731 ($2.95).
This booklet systematizes some of the schemes and approaches to individualized instruction so that educators who desire to move toward more individualized instruction will be able to consider a range of alternatives.

ED121456
"An Organizational Sequence for Teaching," Rosalind Charlesworth, 1975, 20 pages. This paper proposes a plan for teaching young children in a systematic diagnostic manner. A sequence of steps is described which includes diagnosis, choosing specific objectives, planning instruction, selecting materials, carrying out instruction, and evaluating the success of decisions the teacher has made.

ED117363
"Arriving at Individualization and Personalization: A Set of Elements," Paul Dudgeon, November 1975, 27 pages.
Individualized and personalized programs place learners at the center of all the activity. The development of the elements of the program is a dynamic process. Instructors are able to select a proper mix of a large variety of elements and tools for each individual student. Educational technology thus does not replace instructors; it merely frees them to humanize the educational process.

ED094537
"Individualization of Instruction: Notes for the Individual Instruction Lesson in the Instructional Technology Course for Teachers," Peter J. Dirr, State University of New York, Buffalo College at Buffalo, Educational Research and Development Complex, May 1974, 8 pages.
The monograph on individualized instruction focuses on the use of instructional objectives, instructional activities, instructional materials, and criterion referents. It is explained that objectives specify what the student should be able to do at the end of the instructional unit; the instructional activities and materials are the vehicles used to achieve the objectives; and the criterion referents measure whether the student has achieved the objectives. Stressed is the teacher's role in curriculum planning and knowing each student individually.

ED089343
"Modular Instruction: A Guide to the Design, Selection, Utilization and Evaluation of Modular Materials," James D. Russell, 1974, 138 pages. Document not available on microfiche; order from Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, MN 55435 ($2.95).
This book provides an overview of work in the area of modular instruction and offers practical information for individualized instruction through the implementation of the modular design. Written for the classroom teacher, the book includes sample modules used at elementary, secondary, and college levels of instruction.

ED078132
"Approaches to Individualized Instruction," New York State Education Department, Albany, Bureau of Business Education, June 1972, 51 pages.
With the focus now on career education as a catalyst for producing self-sufficient and personally self-fulfilled human beings, efforts are being made to develop teaching techniques which will produce effective learning in the great percentage of the student body enrolled. This document explores some of the more widely used approaches to individualizing instruction in business education in secondary schools.

GRADING STUDENT PROGRESS AND REPORTING TO PARENTS

ED101471
"Using Data Processing to Monitor Student Progress," James W. Keefe, February 1975, 9 pages.
Pius X High School in Downey, California, possesses a highly individualized academic program that stresses new roles for teacher and students; a nongraded continuous progress curriculum; varied, multimedia learning materials and activities; and individualized student scheduling and evaluation. Under the direction of the teacher, who acts as an advisor, each student works at his or her own pace through various sequences in each of the nine areas of learning. If students and their teacher-advisors are to know where everyone stands in such a system, sophisticated monitoring systems are in order.

ED083203
"Individualization of Instruction: Evaluation--A Roadblock," R. R. Zimmerman and T. D. Halbert, Montana University, Missoula, Division of Educational Research and Services, August 1970, 20 pages.
This monograph questions the use of grading as an evaluation of student performance. The paper emphasizes that grading does not take into consideration some of the factors that affect learning. An alternative approach to the current grading system is presented. The Complete-Incomplete system is discussed: it contains the positive aspects of the pass-fail system without the failure dimension.

ED081849
"Reporting to Parents When Individualizing Instruction," Aime Locoste, Robert Cushman Murphy Junior High School, Stony Brook, NY, 1973, 6 pages.
This report focuses on reporting in such areas as English and social studies. Methods and forms are described that are in use for reporting student progress and performance to parents at a junior high school with varying degrees of individualized instruction in each subject area.

PROGRAM EVALUATION

ED123258
"Systematic Process for Evaluating the Individualization of Instruction," Jane Ellison and Thomas Sherman, April 1976, 11 pages.
A model for evaluating the extent to which instruction is individualized is described. The model is based on a conceptualization of individualization which focuses on observable teacher behavior resulting in the manipulation of classroom environmental and instructional variables to meet the needs of individual learners. For evaluation purposes individualization was considered an attribute of instruction. An evaluation instrument was developed and field tested. This indicated that teachers and others can employ the model reliably.

ED117217
"A Design to Study the Effectiveness of Individualized Instruction in the Teaching of Reading and Mathematics," Education Turnkey Systems, Inc., Washington, D.C., October 1975, 236 pages.
This report was submitted to the National Institute of Education "to develop a Design to Study Individualized Instruction, as part of a general study of compensatory education activities." The purpose was to provide both Congress and NIE with policy-relevant information on the effectiveness and effects of well-implemented individualized math and reading programs as they compare with similar standardized programs.

ED112849
"Individualized Instruction Scale and User's Guide, Final Revision," Project Individualized Instruction, Patchogue, NY, 1975, 12 pages.
A structured observation-interview procedure to gather data on programs of individualization was developed. The procedure assessed the degree to which a particular program is individualized. Individualized instruction was defined as a method in which instructional practices are adapted to the requirements of each learner. The report describes the scale (called Individualized Instruction Scale), how to administer the Scale, how to use the Scale in a self-administered form and using an outside evaluator, and how the Scale was developed. The Scale is appended.

ED090986
"Field Manual for Administration of the Individualized Instruction Scale," February 1974 Revision, Project Individualized Instruction, Patchogue, NY.
(See the abstract for the immediately preceding document.)

JOURNAL ARTICLES

Journal articles are usually copyrighted and are not included in the ERIC collection. The following journal articles on various topics may be of interest to persons working with individualized instruction. Anyone wishing to obtain copies of these articles should check with the school, college-university, or public library in his or her community, or communicate directly with the publisher of the appropriate journal.

GENERAL INDIVIDUALIZED INSTRUCTION

EJ066226
"Individualization: A Theory," Janice Kieckhefer, AV Guide: The Learning Media Magazine: 51: 8: 9-12 (August 1972).
The author examines several reasons for individualization, possible goals of the process, and a few requirements for its success.

EJ057291
"Many Roads May Lead to Individualization," Robert Davis and Loye Hollis, Educational Technology: 12: 3: 5-7 (March 1972).
A brief look at the theoretical basis for individualizing instruction and at some possible approaches to individualization.

EJ055682
"Is Nontraditionalism Becoming a Tradition?" Samuel Gould, Today's Education: 16: 4: 18-21 (April 1972).
Views the current upsurge of nontraditionalism as a reaction to the loss of individuality in political, social, economic, and even religious areas. Examines the flaws and dangers that lie hidden in a nontraditional movement, particularly in the field of education, and finds that flexibility and individualized learning are some of its positive elements.

EJ021172
"English Comes Alive," Ruth Blaine, American Education: 6: 5: 26-8 (June 1970).
Students learn language best when they are permitted to speak freely on their favorite subjects in an unstructural learning environment. If the teacher refrains from correcting grammatical errors, the students will not become inhibited in their speech.

EJ016990
"Choice is Not Enough," Margaret Fallers, Scholastic Review: 78: 2: 229-39 (February 1970).
The concept of high school education as catering basically to the individual flowering of unique personalities is examined critically.

CLASSROOM ARRANGEMENT

EJ160858
"Organizing for Individualization: A Classroom Model," Janet Barnard and Carol Dodd Thornton, National Council of Teachers of Mathematics Yearbook: 43-62 (1977).
This paper is directed toward teachers with limited funding available to provide an individualized mathematics program. A model for individualization is described in detail; the model can be applied from grade four through high school and in open as well as traditional schools.

EJ151973
"Smiling in the Classroom, Nigel Langdon, Mathematics in School: 5: 5: 5-7 (November 1976).
An individualized instruction program in mathematics for elementary school students is described. Classroom organization, the role of the teacher, administrative organization, and instructional materials are discussed.

EJ143475
"Another Approach to Biology Teaching," Audrey Grissom, American Biology Teacher: 38: 5: 300-301 (May 1976).
Described is a program developed and used by two teachers to individualize instruction and overcome student apathy in their biology classes.

EJ097070
"Putting Personalizing into Practice," Mary Anne Galloway, Theory into Practice: 13: 2: 79-83 (April 1974).
The personalizing of the language arts instructional program at the Concord High School in Wilmington, Delaware, is discussed in terms of department organization, classroom organization, instructional materials, and special considerations related to individualized instruction.

TEACHING STRATEGIES

EJ170924
"Ten Steps to Managing Individualization," Lorraine Godfrey, Teacher: 95: 1: 80-1 (September 1977).
Learning stations are the basis of a "plan-for-each-child" programs. Whole-class and group instruction are part of the plan.

EJ167168
"Adapting Traditional Text Materials to Individualized Methodology," Merle Wood, Balance Sheet: 59: 2: 52-54, 56-58 (October 1977).
A consultant in business education presents his system for developing strategies of individualized instruction in using commercial materials designed for group instruction.

EJ147924
"Teaching Strategies for Various Behavior Types," Maria Caffentzis and Barbara Joels, Journal of Reading: 20: 2: 107-12 (November 1976).

EJ133833
"Individualizing Reading Instruction for High School Students," David Shepherd, High School Journal: 59: 2: 77-82 (November 1975).
Many techniques of individualization have been tried with varying degrees of success. This article reviewed these techniques and considered prerequisites and criteria for effective individualization of reading instruction.

EJ125761
"Turning to Individualized Instruction: Reading in the Round," Betty Elza and Diana Owatt, Journal of Reading: 19: 2: 125-27 (November 1975).
This article describes an individualized reading program which is designed to broaden reading interests, develop critical reading skills, and allow more flexibility in the prescribed reading program.

EJ093211
"Individualizing Instruction in French--One Way to Do It," Judi Wallace, Foreign Language Annals: 7: 3: 363-5 (March 1974).
This article describes an individualized course in language instruction which was made possible through an adjustment of the "traditional" language course and through the use of filmstrips and tapes.

EJ090611
"Individualizing Instruction," Barry Lumsden, Educational Forum: 38: 2: 145-72 (January 1974).
Article concentrates on the question: "Is programmed instruction effective instruction?"

EJ049077
"Preplanning for Individualized Instruction," William Patton and others, Business Education Forum: 26: 3: 14-15 (December 1971).
Through the types and steps of individualized instruction described in this article, it is hoped that bookkeeping and accounting teachers will be able to implement this method to a greater extent than in the past.

EJ021316
"An Independent Study Program in Economics," Bertram Scanlin, Balance Sheet: 51: 9: 390-391, 428 (May 1970).
Seniors were allowed to choose among three levels of class participation with corresponding grades C. B., and A. The B and A grade levels required proportionately greater independent student participation.

GRADING STUDENT PROGRESS AND REPORTING TO PARENTS

EJ169178
"An Independent Study Plan for English in the Vocational School," Richard Niece, American Vocational Journal: 52: 8: 88, 88b, 90 (November 1977).
After noting the lack of English requirements for vocational education students, the author discusses how to organize an independent study plan which will permit them to continue their study of English on many different planes. Discussion covers developing a student contract, determining credit, and assigning grades.

EJ128893
"Participation Grading: A Way to Involve All Students," Bill Howard and Fred Schmett, American Biology Teacher: 37: 8: 473-474 (November 1975).
Suggests that students rate themselves daily on a "participation sheet" to improve their self-motivation, learning, study habits, and self-evaluation. The teacher benefits from the program by having fewer discipline problems and a more individualized classroom.

EJ123104
"School Efforts + Parent/Teacher Communications = Happy Young Children," Marilyn Wenig and Mary Lou Brown, Young Children: 30: 5: 373-377 (July 1975).
An account of one school's home-involvement program and its benefits.

PROGRAM EVALUATION

EJ120470
"For the Record: Individualized Learning," Michael Fedo, American Education: 11: 5: 12-5 (June 1975).
Customized lessons for 310 students add up to a boggling bookkeeping job. But project plan in Winona, MN, ticks it off with dispatch.

EJ098793
"Individualized Evaluation is Essential in Individualized Learning," Bonnie Daniel, NASSP Bulletin: 58: 382: 57-72 (May 1974).
Article is a report on NASSP's model schools project that includes statements by a teacher, a student, and the principal of one of the MSP schools.

EJ076416
"A Yardstick for Individualized Instruction," William Harbey, Thrust for Education: 2: 5: 37-8 (April 1973).
Outlines a set of eight criteria for measuring the achievement level of students in individualized instruction programs.

EJ076196
"Individualized Evaluation for Individualized Learning," Constance Georgiades, Thrust for Education: 2: 5: 39-40 (April 1973).
Presents techniques for evaluation of individual growth and development and a list of points for use as a check list to measure the extent to which evaluation is individualized in a given individualized curriculum.

EJ056891
"Independent Study Programs--Reasons for Failure," Larry Newton, English Journal: 61: 5: 711-4 (May 1972).
Independent study programs must remain only a vehicle for implementation of change, not the sole purpose of change.